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DISTRICT PRIMARY EDUCATION PROGRAMME
KARNATAKA

BASELINE ASSESSMENT STUDY
A REPORT

[DPEP - II DISTRICTS BIJAPUR and DHARWAD]

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CHAPTER I

CHAPTER I

INTRODUCTION

The country is celebrating the **Golden Jubilee** of its **Independence** with just 52% of its population being literate, in spite of the NPE '86, POA '92 and the NEEM for achieving UEE by 2000 AD The qualitative and quantitative expansion of UEE in India has to be seen in the context of four basic issues· universal access, universal enrolment, universal retention and universal achievement

1.1. District Primary Education Programme

DPEP is one significant intervention programme in UEE ever since independence The programme guidelines were formulated in April 1993. Since then DPEP has been approved (1994) as a centrally sponsored scheme of the Government of India for primary education development and has the following objectives

- To provide all children access to primary education through formal primary school or its equivalent alternative,
- To reduce overall dropouts at the primary level to less than 10%;
- To increase achievement level by 25% over the measured baseline levels; and
- To reduce disparities of all types to less than 5%

1.2. The State

Karnataka, situated on the western part of peninsular India, is the eighth largest State in the Indian Union in terms of population and sixth in area. As per the 1991 census, the Effective Literacy Rate for males is 67.25% and for females, it is 44 34% The number of dropouts in grade IV in 1993 was about 400,000 At present, the Panchayati Raj institution seems to be functioning effectively in the State in resolving many of the issues related to primary education

1.3. Baseline Assessment Study

BAS is one of the essential components of the whole DPEP programme, which aims at achieving universalisation of primary education through area specific programmes keeping in view the geophysical and socio-cultural conditions prevailing in a district The BAS is an attempt to take a comprehensive view of all the essential inputs in the educational system in vogue at primary stage and its efficacy in terms of retention of child for five years and the learning achievements of children in primary schools at two cross sections, i e, class IV and class II along with those who are dropouts from the school system For this purpose, a multipurpose survey design has been used The study was confined to four districts (Belgaum, Kolar, Mandya and Raichur) in phase I (1993 – 94) and to five districts (Bangalore Rural, Bellary, Bidar, Gulbarga and Mysore) in stage 1 of phase II (1996 – 97)

1.3.1. BAS (DPEP II) - Supplement

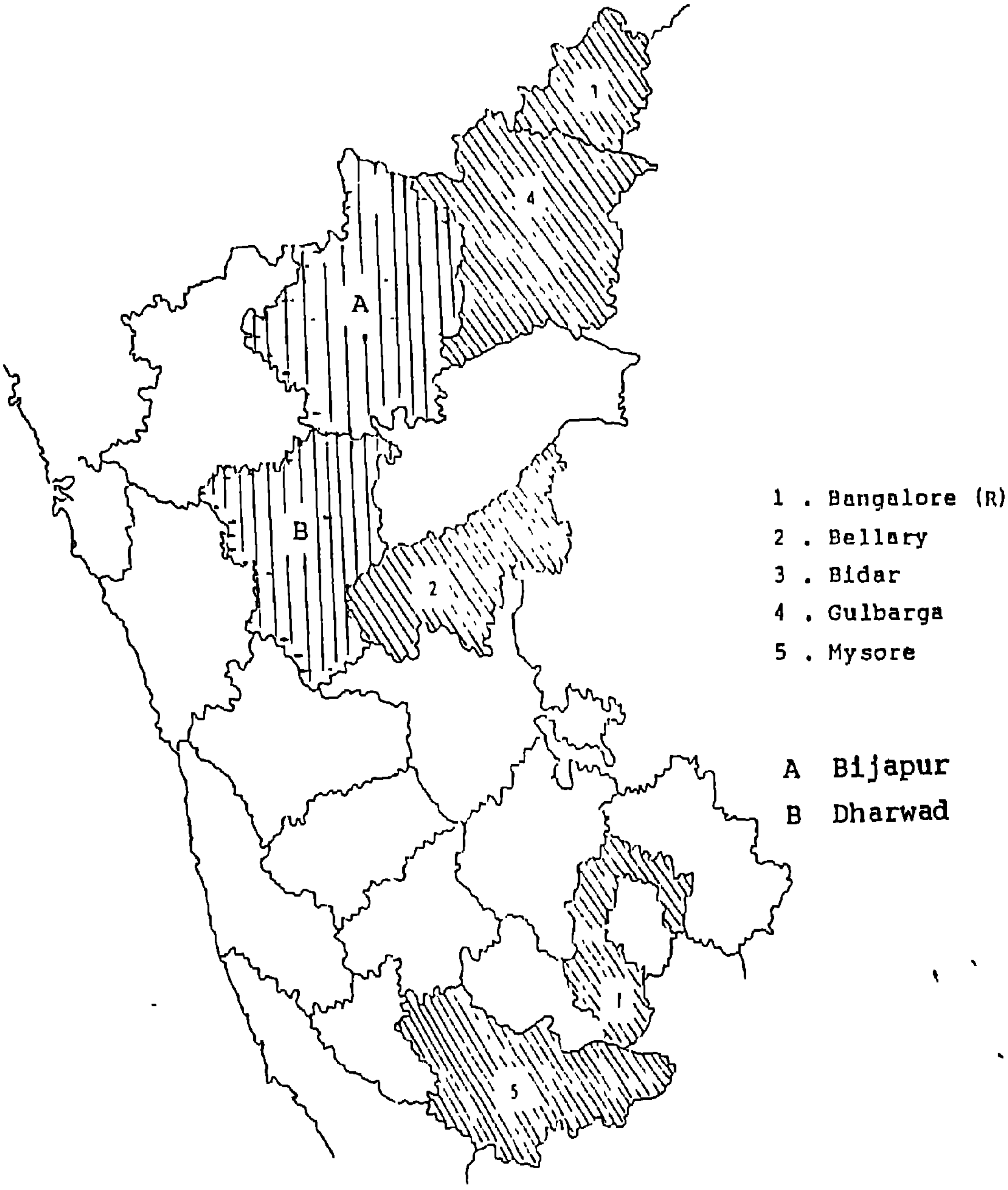
Bijapur and Dharwad districts were included under DPEP-II phase (stage 2) just after the 1997 Base Line Study (Map 1) **This supplementary document deals exclusively with the baseline survey of these two districts** conducted during 1997 -98 For an in-depth study and an overall picture of the DPEP II districts, this document may be read in conjunction with the main report

1.3.2. Rationale of the Study

UEE is the backbone of every country UEE provides the country with the "educational" take off which should precede the "economic" take off (Jain, D P , 1984, 4) When such is the importance of UEE, any work relating to it should be of much use

"As persistence of (inter district) disparities (in educational facilities) leads to various socio-economic and political problems it is essential to see that educational opportunities are spread all over the state and among the districts in an equitable manner "(Hemalatha Rao, 1993, 407) Hence there is an urgent need to examine the spread of educational facilities among

MAP-1 KARNATAKA - DPEP II DISTRICTS



different regions in general and specifically in the selected backward DPEP -II districts.

For the restructuring of the edifice of primary education, the existing structure should be thoroughly analysed and understood, its weaknesses should be attended to As a part of the planning activities in overhauling the primary education, the survey of the current status of primary education in each of the selected DPEP districts is desirable and essential Conduct of benchmark surveys on the key educational indicators like enrolment, retention and MLL s would help in the preparation of action plans for the State and the districts.

The Study helps in determining the thrust areas for each district. This Report serves as a detailed sketch of the present status of primary education and a guideline for the future of primary education Thus this Baseline Study acquires great significance The presentation is on practical level and educational jargon is avoided

1.3.3. Objectives of the Study

In this Study an attempt has been made to examine the prevailing educational facilities among the selected DPEP - II districts and to analyse the trends in the changed scenario However, the major objective of BAS was to assess the learning achievement of students approaching the end of primary school cycle, i e., Class IV in Language and Mathematics based on Class III curriculum Language assessment was confined to word meaning and comprehension and did not include the mechanics of Reading The study also assessed a number of variables relating to students' school and home to explain the differences in learning achievement Class II students were assessed for simple literacy and numeracy skills to study the level of learning in the beginning of the primary school cycle Dropouts were assessed for simple literacy and numeracy skills The objectives of the Study are

O 1. To study the achievement levels of class IV students in Kannada and Mathematics

O 2 To study the achievement levels of class IV students in Kannada and Mathematics in terms of gender differences, rural – urban differences and caste-wise differences.

O 3. To study the achievement levels of class II students in literacy and numeracy

O 4. To study the levels of learning of literacy and numeracy skills among class II students in terms of gender differences, rural – urban differences and caste-wise differences

O 5. To study the socio-demographic characteristics of dropouts along with their learning achievement

O 6. To study the present status of enrolment and retention in the primary schools in terms of gender, location and caste differentials

O 7 To analyse school related factors that may have a bearing on the achievement levels of students

O 8. To analyse teacher related factors that may contribute to the differences in the learning achievement levels among the primary school students.

O 9. To analyse the family related factors contributing to the differences in learning achievement levels of students at the primary stage

1.3.4. Hypotheses

In order to realise the objectives, a number of hypotheses regarding achievement were formulated These hypotheses could be verified with data analysis Verification of hypotheses would help us in understanding the probable causes for the discrepancies in the achievement levels and provide us insights in framing perspective plans

It may be noted that a great many hypotheses can be formulated; but because of the practicality, time constraint and degree of significance, the number of hypotheses has been restricted The different hypotheses with the corresponding objectives have been listed below

O 1. ***To study the achievement levels of class IV students in Kannada and Mathematics***

H 1.1 There is a significant correlation between achievement in Kannada and achievement in Mathematics of Class IV students

O 2. ***To study the achievement levels of class IV students in Kannada and Mathematics in terms of gender differences and caste-wise differences.***

H 2.1 There is no difference between the achievement of boys and girls of Class IV in Kannada

H 2.2 There is no difference between the achievement of rural and urban students of class IV in Kannada

H 2 3 There is no difference among the achievement of the students of class IV belonging to different categories in Kannada

H 2.4 There is no difference between the achievement of boys and girls of class IV in Mathematics

H 2.5 There is no difference between the achievement of rural and urban students of class IV in Mathematics

H 2.6 There is no difference among the achievement of the students of class IV belonging to different categories in Mathematics

O 3. ***To study the achievement levels of class II students in literacy and numeracy***

H 3 1 There is a significant correlation between the achievement in literacy and achievement in numeracy of Class II students

• 4. ***To study the levels of learning of literacy and numeracy skills among class II students in terms of gender differences, rural – urban differences and caste-wise differences***

H 4.1 There is no difference between the achievement of boys and girls of class II in literacy

H 4 2 There is no difference between the achievement of rural and urban students of class II in literacy

H 4 3 There is no difference among the achievement of the students of class II belonging to different categories in literacy

H 4 4 There is no difference between the achievement of boys and girls of class II in numeracy

H 4.5 There is no difference between the achievement of rural and urban students of class II in numeracy

H 4.6 There is no difference among the achievement of the students of class II belonging to different categories in numeracy

1.3.5. Operational definitions of terms

At this juncture it becomes necessary to clarify certain terms and delineate the variables used in this Study

1 Learning Achievement with reference to class IV and Class II students It means performance of students on NCERT tools, which are having multiple choice format and are objectively scored.

1. Dropout children They have attended primary school for some time only and at present, being out of school, are still in the nearby areas either working or not working

2. Socio-demographic characteristics They connote variables of gender, area and caste only which have been used to determine differential levels of learning achievement among class IV, class II and dropout children

3. School related factors They pertain to the existing curriculum, TLP, Teacher characteristics, evaluation strategies, responsibilities of head teachers and schooling facilities in terms of infrastructure and other essential physical inputs along with the future requirements

1.3.6.Variables

Learning achievement is the outcome of interactive effects of student characteristics, home and school variables The context and process variables relating to achievement are given below

CATEGORY	SPECIFICATION OF BAS VARIABLES
Students: Class IV	Sex, Age, Socio-cultural groups (SC/ST), . experience, attendance, repetition, availability of textbooks and other reading materials, participation in learning activities in class room, educational aspirations and time to complete home work.
Class II	Sex, Age, Socio-cultural groups (SC, ST), retention and Pre-school experience
Drop outs	Sex, Age, Socio-cultural groups (SC,ST), repetition and reasons for dropping out
Teachers	Sex, Age, Socio-cultural groups (SC, ST), qualifications, initial training, availability of teaching facilities and aids, expectations about pupil learning, multigrade teaching status, teaching activities and supervision
School	Enrolment, class size, number of classrooms, essential facilities, basic furniture and equipment, facilities for co-curricular activities, medical facilities, teacher-pupil ratio, number of vacancies, number of additional teachers required and community contribution
Family	Size of the family, educational level of parents, occupation, support for studies and homework

1.3.7. Limitations of the Study

The Baseline Assessment Study was completed within the constraints of time Several issues relating to design, methodology and analysis arise from the Study Basically, the survey has very many inherent limitations The standard design may not help us in identifying the actual need of the district Selecting a true representative sample of the district for the Baseline Study is a necessity.

Estimation of dropouts poses problem because of the absence of authenticated enrolment and dropout records

The tools used here have the limitation to provide complete and clear ideas For instance, the rural-urban category is reflected only in the SR schedule and not in any other

When curriculum based on MLL is being developed and will be introduced by the time second learning assessment is undertaken, the present tools may prove to be ineffective and obsolete by then

Need for comprehensive tools, which can look into other areas like environmental science and non-cognitive areas, is of great concern The vital areas of classroom process and qualitative analysis have not been touched upon in this Study which could be a serious limitation

1.4 An Overview of the Report

The chapterisation of this report strictly adheres to the guidelines of the NCERT In this chapter the rationale, limitations and objectives of the Baseline Assessment Study have been spelt out

Chapter II gives a profile of the selected districts and of the achievement tests It also includes a note on the sampling design and the size of the sample.

There is a description of the fieldwork undertaken for the collection of data in chapter III The various schedules used for this purpose and techniques used for statistical analysis have also been described.

The current enrolment status, facilities available and staffing in the sample schools are dealt with in chapter IV, in other words, it gives a profile of the schools

The various socio-demographic factors of the teachers and the factors related to their teaching have been analysed in chapter V.

Chapter VI gives an analysis of the achievement level of the dropouts, in addition to probing into the socio-demographic factors, educational status and work status of the dropouts and the reasons for their dropping out.

In chapter VII, there is an attempt to analyse the achievement of class II students in language and mathematics in terms of gender, area and caste differences. The correlation between language achievement and mathematics achievement has also been studied

There is an account of the characteristics of the selected students of class IV in chapter VIII. The various aspects dealt with are the socio-demographic factors, family related factors and reasons for not intending to study further

In chapter IX, the achievement of class IV students in Language and Mathematics has been analysed from different angles - mean performance and levels of achievement, gender, caste and rural urban differences; and correlation between language achievement and mathematics achievement.

Chapter X is the summary and essence of the entire report There is a bird's view of the first three chapters. The findings, dealt with in chapters IV to IX, are summarised in the second section. The third section of this chapter gives valuable implications for the implementation of universal retention and universal achievement, based on a discussion of the findings of this Study.

CHAPTER II

CHAPTER II

BASE OF BAS

(DISTRICTS, SAMPLE AND TESTS - A PROFILE)

2.1. Profile of the Selected Districts

Base line Assessment Study (Phase II – Stage 2) was conducted in two districts of Karnataka State, viz , Bijapur and Dharwad These districts in the DPEP were selected on the basis of low female literacy rate (*vide* Table 2.1) i e., 40 06% (Bijapur) and 45 20% (Dharwad) and success of Total Literacy Campaign (TLC) showing its impact on the educational development for universal literacy The female literacy rate for the State is 44 34% and for all India, it is 39 19 While the female literacy rate of Dharwad is marginally higher than that of the State, the female literacy rate of Bijapur is lower than the State average. With regard to total literacy rate also, the two districts maintain their position with reference to both the State and the country.

Table 2.1: Literacy rate (%) 1991 Census

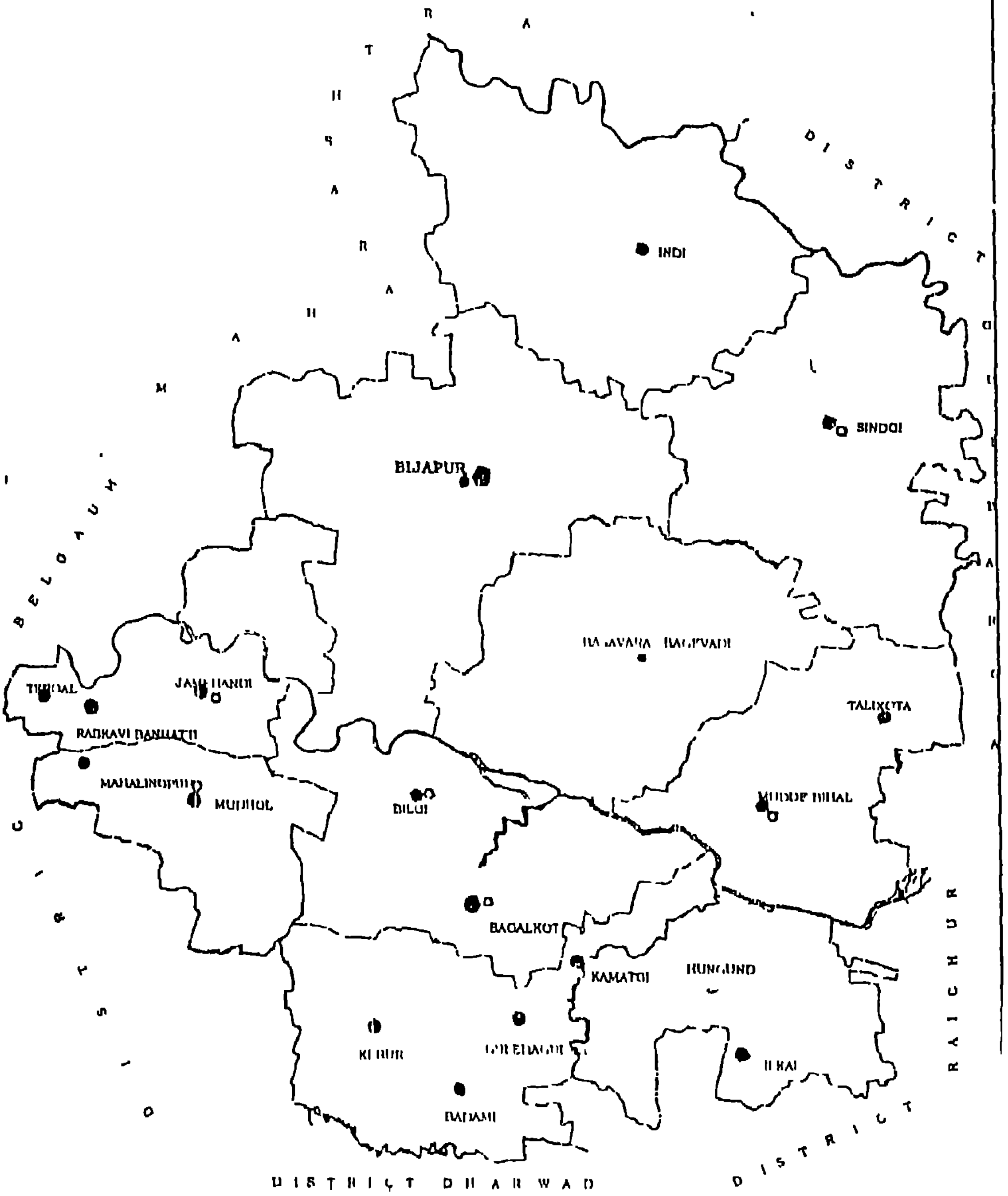
DISTRICT	TOTAL	MALE	FEMALE	RURAL	URBAN	RURAL FEMALE
Bijapur	55.13	69 69	40 06	50 91	68 42	35 29
Dharwad	58 68	71 37	45 20	52 34	70 20	37.13

Source District Gazetteers of India, Vol I 1998, p472 and p530

2.1.1 Bijapur

Bijapur district is located in the northern part of Karnataka (Map 2). In area it is the largest district in Karnataka There are 11 administrative blocks and 12 educational blocks, with Bijapur administrative block divided into two educational blocks – Bijapur city and Bijapur (Rural) The district has a total population of 29 28 lakhs of which 78 70% live in the rural areas (Table 2 2). SC and ST make up 18 71% of the population (Table 2 3). The average decadal growth rate of population for the district as a whole is 21 91% The literacy rate is 69 69% for men and 55.13% for the total population. People here speak Urdu (12%) and Marathi (1%) other than Kannada (87%)

MAP : 2 **BIJAPUR DISTRICT (KARNATAKA)**



MAP : 3

DHARWAD DISTRICT (KARNATAKA)

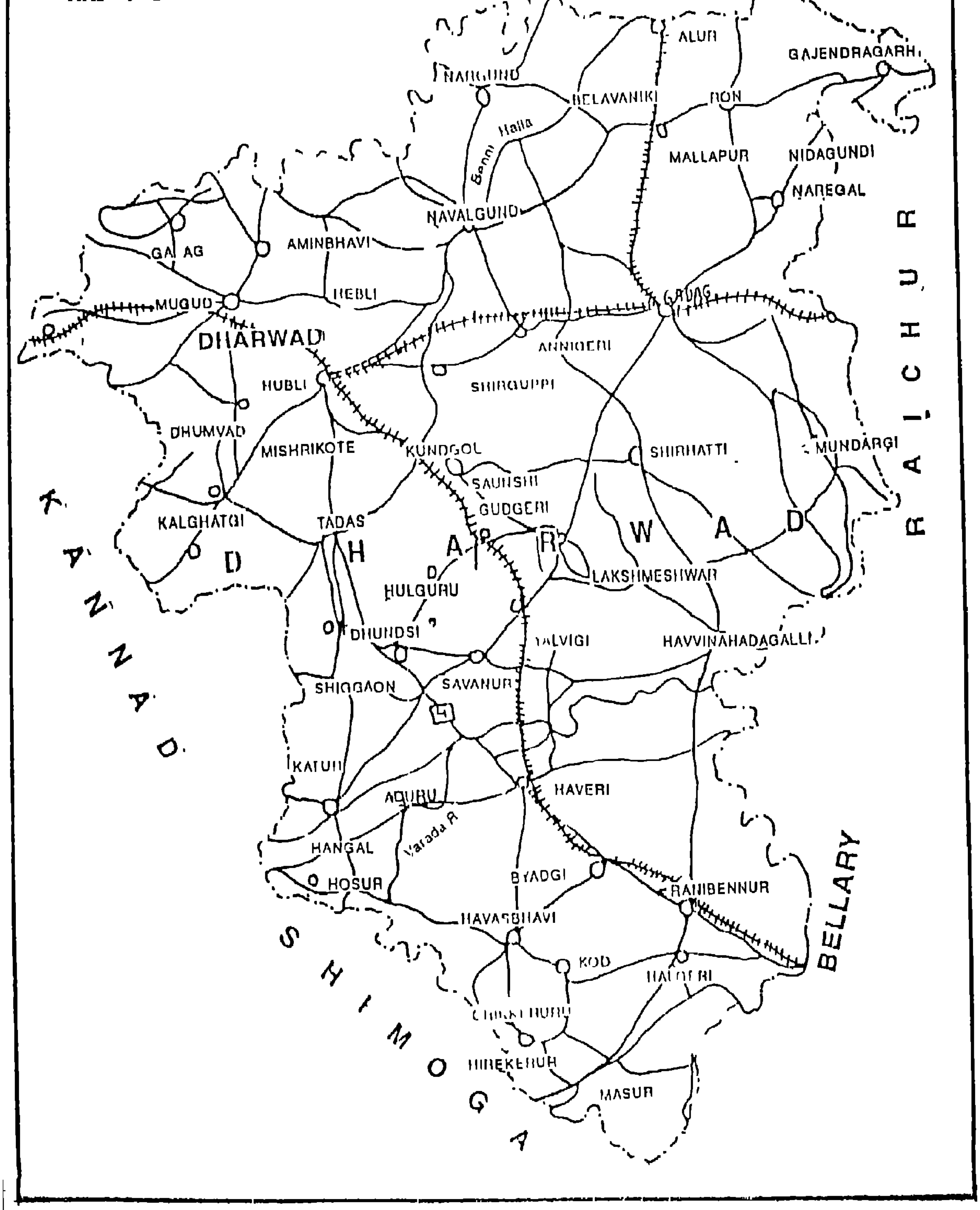


Table 2.2: Percentage Distribution of Rural and Urban Population (1991 Census)

DISTRICT	RURAL	URBAN
Bijapur	78 70	21 30
Dharwad	65 06	34 94

Table 2.3: Percentage distribution of SC and ST population (1991 Census)

DISTRICT	SC	ST
Bijapur	17 38	1 33
Dharwad	11 72	3 00

2.1.2 Dharwad

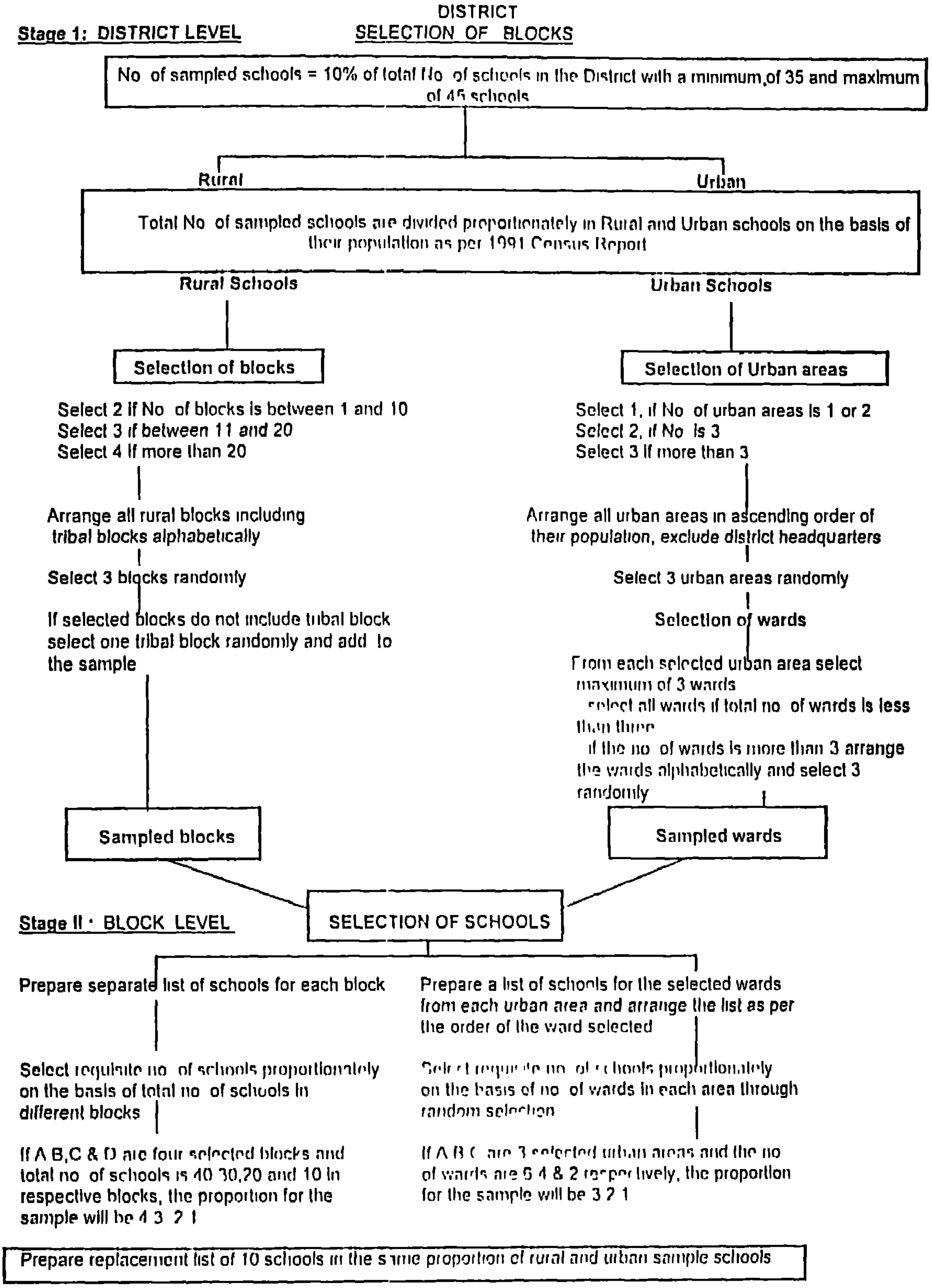
Dharwad district is situated in the western section of the northern half of the Karnataka State (Map 3) This district is bounded on the north by Belgaum and Bijapur districts, on the south by Shimoga and Chitradurga districts, on the east by Raichur and Bellary districts and on the west by north Canara district. Dharwad district with a population of 3 58 million, is one of the largest districts in the country with as many as 17 taluks (19 educational blocks) 65 06% of the population lives in the rural areas SC and ST make up 14.72% of the population The literacy rate is 71 37% for males, 45 20% for females and for the total population, it is 58 68% The total literacy rate is higher than the State average of 56 04% and all India average of 52% The languages here are Kannada (78 34%) and Urdu (13 20%) Very small fractions of the population also speak Hindi, Marathi, Telugu, Tamil, Gujarathi and Malayalam

2.2 Sample

2.2.1 Sampling Design

A multistage sampling procedure was evolved for the conduct of the survey Multistage sampling technique is meant for inquiries extending over a considerably large geographical area like an entire country Under multistage

Chart I: STAGE-WISE SELECTION OF SAMPLE



Stage I: DISTRICT LEVEL

DISTRICT
SELECTION OF BLOCKS

No of sampled schools = 10% of total No of schools in the District with a minimum of 35 and maximum of 45 schools

Rural

Urban

Total No of sampled schools are divided proportionately in Rural and Urban schools on the basis of their population as per 1991 Census Report

Rural Schools

Selection of blocks

Select 2 if No of blocks is between 1 and 10
Select 3 if between 11 and 20
Select 4 if more than 20

Arrange all rural blocks including tribal blocks alphabetically

Select 3 blocks randomly

If selected blocks do not include tribal block select one tribal block randomly and add to the sample

Sampled blocks

Urban Schools

Selection of Urban areas

Select 1, if No of urban areas is 1 or 2
Select 2, if No is 3
Select 3 if more than 3

Arrange all urban areas in ascending order of their population, exclude district headquarters

Select 3 urban areas randomly

Selection of wards

From each selected urban area select maximum of 3 wards
select all wards if total no of wards is less than three
if the no of wards is more than 3 arrange the wards alphabetically and select 3 randomly

Sampled wards

Stage II : BLOCK LEVEL

SELECTION OF SCHOOLS

Prepare separate list of schools for each block

Select requisite no of schools proportionately on the basis of total no of schools in different blocks

If A B,C & D are four selected blocks and total no of schools is 40 30,20 and 10 in respective blocks, the proportion for the sample will be 4 3 2 1

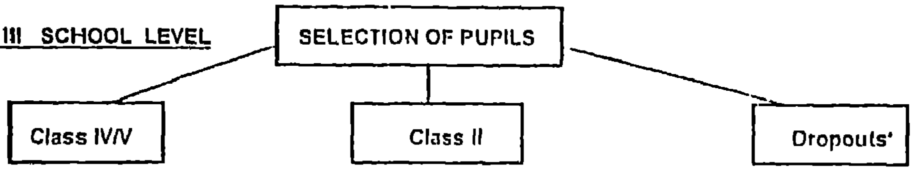
Prepare a list of schools for the selected wards from each urban area and arrange the list as per the order of the ward selected

Select requisite no of schools proportionately on the basis of no of wards in each area through random selection

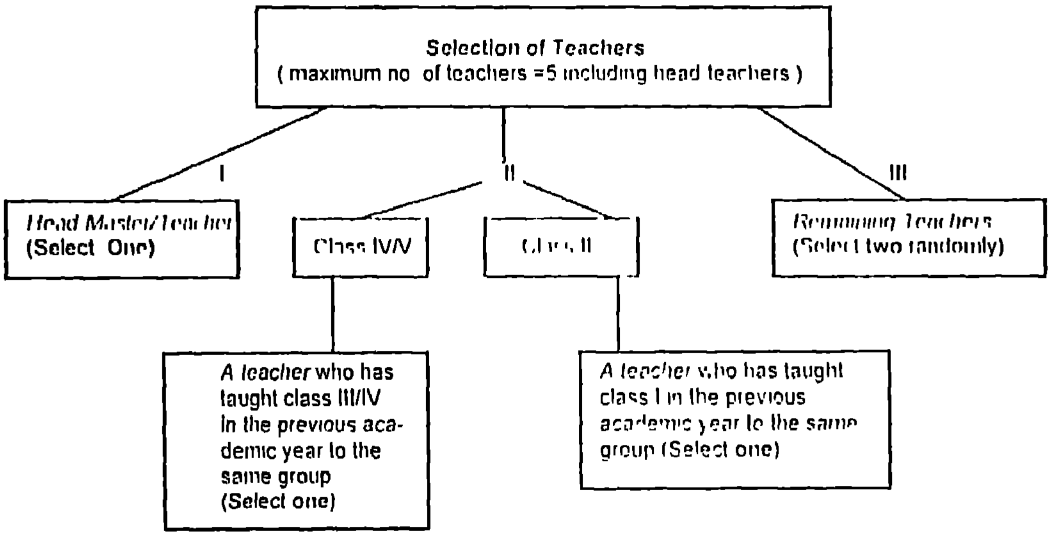
If A B C are 3 selected urban areas and the no of wards are 5 4 & 2 respectively, the proportion for the sample will be 3 2 1

Prepare replacement list of 10 schools in the same proportion of rural and urban sample schools

Stage III SCHOOL LEVEL



Class IV/V	Class II	Dropouts*
Select 30 students Select one section randomly if more than 1 section exists	Select 20 students Select one section if more than 1 section exists	Select 5 students (Absenting from class for the last 3 months to one year)
If strength of students is less than 30 in one section, the other section may be clubbed for the purpose of selecting pupils	If strength of students is less than 20 in one section the other section may be clubbed for the purpose of selecting pupils	The order of preference will be drop outs from class V/IV to classes III and II
If no of pupils is 30 or less, select all	If no of pupils is 20 or less select all	List out the drop outs from class V, IV, III and II
If no of pupils is between 31 to 59, arrange boys and girls alternatively	If no of pupils is between 21 and 39, arrange boys and girls alternatively	Select those who come from the village in which the school is located
If no of pupils exceed 59, refer to class register and select 30	If more than 39 refer to the class register and select 20	Select 5 drop outs by random number if more than 5 are available
Use random start method for the purpose of selection	Use random start method for the purpose of selection	A replacement list of 3 drop Outs may be prepared


Selection of Teachers
(maximum no of teachers =5 including head teachers)
I
II
III
Head Master/Teacher
(Select One)
Class IV/V
Class II
Remaining Teachers
(Select two randomly)
A teacher who has taught class III/IV in the previous academic year to the same group
(Select one)
A teacher who has taught class I in the previous academic year to the same group (Select one)

Note If the sample does not include a lady teacher one lady teacher may be selected from amongst the list of lady teachers randomly She may be included in the sample by dropping the last teacher at stage No 3 sampling, large primary sampling units such as States are selected first, then districts, then blocks and finally certain schools within the blocks. If the technique of random-sampling is applied at all stages, the sampling procedure is described as multi-stage random sampling In order to maintain uniformity of design in the studies to be carried out in various States, a **Common National Sampling Design** was followed in this Study

At the first stage, a few of the rural blocks and urban areas were selected randomly from both the districts as per the criteria laid down (Chart 1). Wherever tribal block did not appear in the random selection, one tribal block was added to the sample In the second stage, a random sample of 45 lower primary schools was drawn in a manner that the rural-urban distribution of population is maintained in the selection of schools as well Schools with Kannada medium of instruction formed the master list of schools As a matter of national design, schools with other languages as medium of instruction like Urdu, Marathi, Telugu, and Tamil were excluded from the selection list of schools The private unaided schools were not included in the sampling frame At the third stage, a sample of learners studying in grades II and IV was selected. Also, the requisite samples of dropouts and teachers were selected

2.2.2 Sample Size

The total sample in both the districts consists of 6 rural blocks, 6 urban areas and 90 (out of a total of 2289) Lower Primary schools In total 70 schools from rural areas and only 20 from the urban areas were selected randomly. 45 schools from each district were included in the sample Distribution of the blocks and the schools has been shown in Table 2 4

It may be observed that the proportion of sampled schools to total schools was 3 53 in Bijapur and 4 43 in Dharwad In toto, the sample comprises 77 78 percent rural schools and 22 22 percent urban schools (*vide* Table 2 5)

Table 2.4: District-wise Distribution of Sampling Units

DISTRICT	BIJAPUR		DHARWAD	
	Rural	Urban	Rural	Urban
Total No of blocks	11	12*	17	11*
Sampled No. of blocks	03	03	03	03
Total No of Schools in the District @	1274		1015	
Sampled Schools	34	11	36	09
% of sampled schools to the No of schools in the District	3 53		4 43	

Note @ Source DPEP (SPD)* Source Ashish Bose - Urban Population 1991 Census - pp 169-71

Table 2.5: School-wise distribution of total sample

DISTRICT	NO OF SCHOOLS				TOTAL
	Rural	%	Urban	%	
Bijapur	34	75 5	11	24 5	45
Dharwad	36	80 0	09	20 0	45
DPEP II (2)	70	77 8	20	22 2	90

At the next level, all class IV students were selected if the number was 30 or less Where the class had more than 30 students, 30 students were selected with a random start using a Random Number Table In class II with 20 or less, all students were selected If the class had more than 20 students, again 20 students were taken with random start

Dropout students were identified looking at the school record or by asking the head teacher or the class teacher All dropouts were selected from a school if they were up to 5 in number In case there were more than 5 dropouts, only 5 were selected using random number method

In the case of selection of teachers from each school, the following criteria were followed

i) One class I teacher
ii) One class III teacher
iii) One head teacher
iv) One lady teacher,
if (i), (ii) or (iii) was not a lady
v) Additional one or two to make a total of five

In the event of there being available more than one teacher in the above categories excluding (iii), Random Number Table was used for selection of one teacher each

A total of 1140 class IV students, 1119 class II students, 169 dropouts and 231 teachers were covered

2.3 Profile of Achievement Tests

The major objective of the Study is to assess the learning achievement Three groups of students, namely students of class IV, students of class II and dropouts were subjected to assessment of their learning achievement in the Study Achievement tests developed and standardised by the NCERT for use in the countrywide survey of Primary School Attainment conducted in March 1991 and later adopted by the new concept consultant services for Baseline Assessment Study of Karnataka DPEP - I were used The syllabus of the class one step lower for which these tests were developed formed the base for these tests For example, Mathematics achievement test developed for class IV was based on syl'abus of class III To get an accurate picture regarding skills of these students, the test should have been administered on them by the end of the academic year of class III or in the beginning of class IV. In our study, tests were conducted sometime in the middle of the academic session

A precaution was taken before finally adopting the NCERT achievement measures It was found that students were not acquainted with testing programme of the multiple choice format and hence the investigators were trained to explain the examples repeatedly to students so as to help them understand how to attempt the test items having such multiple choice format Adequate time was devoted for these instructions before the conduct of the test Also, no teacher was allowed to be present when the tests were administered

2.3.1. Class IV - Language Achievement Test (LAT)

The NCERT's Language Achievement Test (Jangira, N K, 1993), based on class III syllabus was used A total of 44 items constituted the test which were divided into two sections (vide Table 2 6) The first section comprised of 20 items aiming to measure performance in terms of word meaning and word understanding of the students And the second section of 24 items aimed to measure reading comprehension of text These test items, presented in multiple choice format, were based on passages Caution was taken to arrange the items in gradually increasing order of difficulty

Table 2.6 Profile of Language Achievement Test

CONTENT AREA	NO OF ITEMS
Vocabulary control	20
Comprehension of idea	24
Total	44

2.3.2. Class IV - Mathematics Achievement Test (MAT)

On the basis of class III syllabus of NCERT, the Mathematics Achievement Test (Jangira, N K; 1993) having a pool of 40 items was used (*vide* Table 2 7) These items were structured in multiple choice format and were intended to test pupils' understanding of four digit numbers and the four fundamental operations (addition, subtraction, multiplication and division) Items of the test were also arranged in increasing order of difficulty level Scores obtained by students showed the level of pupils' achievement on this test.

Table 2.7: Profile of Mathematics Test - Class IV

CONTENT AREA	NUMBER OF ITEMS
Whole number and numerals	06
Addition, Subtraction Multiplication and Division in whole numbers	15
Simple problems of daily life relating to the units of money, length, mass, capacity, area and time	11
Fraction, decimal and percentage	06
Geometry	02
Total	40

2.3.3. Class II Achievement Test

For Class II students, a simple oral literacy and numeracy test, based on competencies expected to have been acquired by the end of Class I was used. The test was developed by the NCERT as a part of Primary Education Curriculum Renewal Project The literacy test consisted of reading 10 letters from Kannada alphabet and 10 words (*vide* Table 2 8)

Table 2.8: Profile of literacy Test - Class II

CONTENT AREA		NO OF ITEMS
Letter reading	Simple letter	09
	Complex letter	01
	TOTAL	10
Word reading	Words beginning and ending with letter without 'Matra'	02
	Words beginning with letter without 'Matra' and ending with letter with 'Matra'	01
	Words beginning with letter with 'Matra' and ending with letter without 'Matra'	06
	Words beginning and ending with letter with 'Matra'	01
	TOTAL	10

The numeracy test comprised of recognising smaller and larger numbers in a pair of one and/or two digit numbers, and addition/subtraction related problems with one or two digit numbers There were totally 14 items (*vide* Table 2 9).

Table 2.9: Profile of Numeracy Test - Class II

AREA	CONTENT	ITEMS
Recognition of small and large numbers	Pairs of one digit numbers	01
	Pairs of two digit numbers	04
	Pairs of two digit & one digit numbers	01
	TOTAL	06
Addition	Addition of two one digit numbers	02
	Addition of one digit number with zero	01
	Addition of zero with one digit number	01
Subtraction	Involving two one digit numbers	03
	Involving one digit numbers	01
	TOTAL	08

2.3.4. Literacy and Numeracy Test for Dropouts

A far shorter and simplified test, divided into two sections, was developed for the dropouts (*vide* Table 2 10) The first section developed for assessing language achievement of dropouts required the children to read eight simple sentences of five to ten words each and answer eight questions of simple comprehension Similarly, the second section of the numeracy skills consisted of eight questions on the four fundamental operations, involving one or two digits This test was adopted from a test used in another World Bank Research Project In fact, it was assumed that achievement level of dropouts, tested away from school settings, might not be high Hence the difficulty level of literacy and numeracy related items of this test was no way higher than those evaluating the learning of subject matter of class II text books

Table 2.10: Profile of Literacy and Numeracy Test - Dropouts

AREA	CONTENT	ITEMS
Literacy	Factual	04
	Inferences	04
	TOTAL	**08**
Numeracy	Addition involving	
	1 Single digit numbers	01
	2 Two double digit numbers	01
	Subtraction involving	
	1. One digit numbers	01
	2 Two digit numbers	01
	Multiplication involving	
	1 Two single digit numbers	01
	2 Double and single digit numbers	01
	Division involving	
	1 Double and single digit numbers	02
	TOTAL	**08**

2.4 Conclusion

The two districts, Bijapur and Dharwad, which were subsequently included in DPEP II, have been included in this second stage of phase II of Baseline Assessment Study With a multistage random sampling design, the blocks, the schools, the students and the teachers were chosen The achievement tests to be administered were ready The next step was the actual fieldwork - for collecting the data, which forms the basis of analysis and findings of the Study

CHAPTER III

CHAPTER III

DATA COLLECTION AND ANALYSIS

3.1 Data Collection

Baseline Assessment spells out collection of enormous data. From the sample size explained in the previous chapter, one could appreciate the volume of data that had to be collected - data from 1140 class IV students, 1119 class II students, 169 dropouts and 231 teachers and data from different achievement tests described in chapter II and the different schedules to be dealt with in the present chapter To do this job of spot collection of data from 90 schools spread over the two districts, there was the need for a team of field staff.

3.1.1 Recruitment and Training of Field Staff

First there was the training of Field Supervisors and Field Investigators From each district three field supervisors (who are the faculty of respective DIETs/Education department) were selected For each district, also a team of 12 field investigators was selected through open advertisement system (see Annexure III for the list of field supervisors and field investigators) Both the supervisors and the investigators were trained for 10 days from 6 11 1997 to 15 11 1997 at DIET, Dharwad (Annexure I) Experts from DPEP, Bangalore, and DIETs trained them The training covered objectives and methodologies of Baseline Assessment Study, understanding of each tool and how to use it to collect data, practice in sampling, administering tests and conducting interviews It was transacted in a participatory mode Assignments were extensively used The last 3 days of the training were devoted for field practice in twelve schools in Dharwad district (Annexure II) Field practice was provided exactly in the same way as it was designed for data collection. The experiences were reviewed and discussed for clarifying issues arising from the field practice In the field practice care was taken to avoid the schools to be covered under BAS (see Annexure IV for list of schools)

3.1.2 Schedules for data collection

Other than conducting the achievement tests, the field investigators had to collect information from sampled schools, teachers, pupils of class II and class IV and dropouts on the variables pertinent to students' performance For this purpose they used 5 different schedules Similar schedules had been used in BAS phase I too They were reviewed in the light of the experiences of the people concerned and modified by the NCERT for the purpose of this Study In their final form, as used in the actual fieldwork, they had undergone a few more changes The various schedules used are described below

3.1.2.1 Student Present Schedule (SP)

The schedule was administered only on those students of Class IV who were present and had been administered LAT and MAT tests previously. A total of 40 items constituted this schedule pertaining to general details about the respondent's family profession and its educational and economic status, pre-schooling, educational aspirations, school related activities, attendance, availability of learning materials, transactions about teachers and teaching, school related activities at home, and health and nutrition of students These items were intended to gather information about the background variables of students and their perceptions of the school operations

3.1.2.2 Student Drop out Schedule (SD)

This schedule was used for interviewing those children who had quit studies and were still residing close to school A total of 19 items pertaining to background variables were incorporated in this schedule It also covered items seeking information from dropouts regarding their reasons for leaving the school, failure in one class or the other, willingness to continue studies, educational aspirations and the job(s) in which they were engaged Achievement related items, as explained earlier, were also a part of this schedule

3.1.2.3 Teachers Schedule (TS)

This schedule was used for interviewing teachers as well as headmasters/head teachers of the sampled schools Eleven subsections comprising of 36 items about a number of variables were included in the first section of the schedule to seek information from schoolteachers In case of headmasters, four more subsections of 13 items were incorporated in the second section to seek information regarding responsibilities of headmasters in teaching-learning process, teachers' evaluation, main tasks being performed and community participation

3.1.2.4 School Record Schedule (SR)

A total of 32 items under 13 sub-sections constituted this schedule. It was filled up by all the sampled schools and provided information relating to location of school, physical facilities, teaching materials and aids, enrolment, attendance, dropouts, teachers and their training, multigrade teaching, school expenditure and other school characteristics

3.1.2.5 Field Notes

Each field investigator filled a separate set of field notes, comprising of 20 items spread over 4 sections, for each school It covered the procedure used by the investigators for selecting class IV and class II students, dropouts and teachers Detailed listing of students' and teachers' names, random start and column of random number used for sampling were entered This facilitated scrutiny of the methods followed for selection of students/teachers.

3.1.3 Field work

The fully trained and equipped field investigators started on their fieldwork The fieldwork was organised district wise The 12 investigators of each district were divided into 6 teams and each field supervisor was in-charge of two teams The fieldwork commenced on 24 11 1997 and went on for 4 weeks (Table 3 1) A well-designed strategy was followed for the deployment of field staff and also for monitoring the data collection activities Besides spot checks, each field investigator was required to report his or her activity and daily progress through a letter to be posted from the village of survey

The supervisors monitored the entire fieldwork They were made to camp at the centres during the fieldwork They were constantly supervising the work of the investigators and made sure that the data collected were being correctly entered in the tools

Table 3.1: Field Practice and Field work at a Glance

DETAILS	FIELD PRACTICE	FIELDWORK
Period	12 11 97 – 14 11 97	24 11.97 – 24 12 97
No. of Days	03	28
No. of Schools	12	90
No. of FIs	24	24
No. of FSs	06	06

Note· FI - Field Investigators FS - Field Supervisors

3.2. Data Analysis

3.2.1 Data Management

'Data data everywhere; not a dot to be missed ' So all humanly possible precautions were taken to ensure that the data was correctly collected and also the same was correctly entered as per the requirements of dBase/Excel software The floppy discs containing the data were handed over to RIEM on 26 3 98 for analysis

3.2.2 Statistical Analysis

After capturing the data, the second step was to undertake the statistical analysis of the data district by district as well as both the districts pooled together. The raw scores of achievement tests under each category were processed to obtain class-wise basic statistical values such as mean and standard deviation Further, appropriate statistical techniques were applied to analyse the data critically The other set of data was subjected to analysis for assessing the school-related information as revealed by teachers/head teachers with regard to physical and human inputs in the school system

The mean scores of achievement tests were analysed in terms of gender differences, area differences and category-wise differences A number of achievement-related hypotheses had been formulated in the beginning of the Study In order to verify these hypotheses, it was necessary to find out the 't' values and to determine if the differences in the achievement of different groups were significant or not

The achievement in Language and Mathematics are the criterion variables They can be influenced by a number of factors or 'predictor variables.' The predictor variables under consideration in this Study are age, locality, sex, caste, and pre-school experience To explore the relative significance of these different predictor variables, multiple regression analysis has been carried out

It was decided to analyse the correlation between achievement in Mathematics and achievement in Language. For this purpose, each student's score in Mathematics was paired with his score in Language and for the entire relevant sample, Karl Pearson's Co-efficient of correlation was also determined

3.3 Conclusion

Data collection has been a Herculean task A full force of field supervisors and field investigators was involved in this ordeal incessantly for a full month But mere schedules and figures can convey nothing They had to be subjected to statistical analysis in order to become meaningful instruments for understanding the various factors influencing the learning achievement of primary school children, the relative significance of these various factors and the correlation between the achievement in the two basic primary school subjects, viz , Language and Mathematics The forthcoming chapters are the treasuries of revelations, and statistical analysis is the magical "Open Sesame"

CHAPTER IV

CHAPTER IV

THE SCHOOLS

4.1 Objective

The school is considered the second home and the teacher, the mother substitute, especially in the case of primary school children. But, how far are the students willing to stay in this home and what are the facilities provided to them? Two of the objectives of this survey are to study the present status of enrolment and retention in the primary schools in terms of gender, location and category differentials (O 6) and to analyse school related factors that may have a bearing on the achievement levels of students (O 7). It may be recalled here that out of the total of 2289 schools in the two districts, only 90 have been chosen for the Study.

4.2 Enrolment

The total strength of children and their percentages in classes I to IV in the sampled schools are shown gender-wise in table 4.1 The figures are suggestive of the fact that there is a gradual decline in the strength from class

Table 4.1: Total Enrolment and percentage of children in schools (Gender-wise)

DISTRICT	CLASS	BOYS		GIRLS		TOTAL
		N	%	N	%	
Bijapur	I	1113	51 67	1041	48 33	2154
	II	1171	56 08	917	43 92	2088
	III	1086	55 98	854	44 02	1940
	IV	1080	59 73	728	40 27	1808
	Total	**4450**	**55 69**	**3540**	**44 31**	**7990**
Dharwad	I	634	56 41	490	43 59	1124
	II	699	54 48	584	45 52	1283
	III	598	55 17	486	44 83	1084
	IV	575	54 97	471	45 03	1046
	Total	**2506**	**55 23**	**2031**	**44 77**	**4537**
Grand	**Total**	**6956**	**55 53**	**5571**	**44 47**	**12527**

I to class IV in both the districts This declining trend is noticed in the total strength as well as in the strengths of boys and girls considered separately (Fig 4 1) The decline is marked in case of girls of Bijapur On the whole the enrolment in the 45 schools in Dharwad is slightly more than half of that in Bijapur.

The area-wise enrolment figures (Table 4 2) reveal that the percentage of rural children in all the 90 schools of both the districts put together is about 53 and that of urban children, 47 In the case of Bijapur, the percentage of urban children is slightly more than the rural children in classes I, II and III, while the difference is much pronounced in class IV In Dharwad, the percentage of rural children is almost double that of urban children in classes I, II and III, while the difference is less pronounced in class IV (Fig 4 2).

Table 4.2: Total Enrolment and percentage of children in schools (Area - wise)

DISTRICT	CLASS	RURAL		URBAN		TOTAL
		N	%	N	%	
Bijapur	I	1040	48 28	1114	51 72	2154
	II	1000	47 89	1088	52 11	2088
	III	945	48 71	995	51 29	1940
	IV	731	40 43	1077	59 57	1808
	Total	**3716**	**46 51**	**4274**	**53.49**	**7990**
Dharwad	I	762	67 79	362	32 21	1124
	II	883	68 82	400	31 18	1283
	III	724	66 79	360	33 21	1084
	IV	611	58 41	435	41 59	1046
	Total	**2980**	**65 68**	**1557**	**34 32**	**4537**
Grand Total		**6696**	**53 45**	**5831**	**46 55**	**12527**

The category wise figures reveal that (Table 4 3) the maximum percentage of enrolment in the sampled schools is made up of the OBCs, next comes the SC, followed by the Others, and the STs form the minimum

Fig 4 1 Enrolment of Children (Gender-wise)

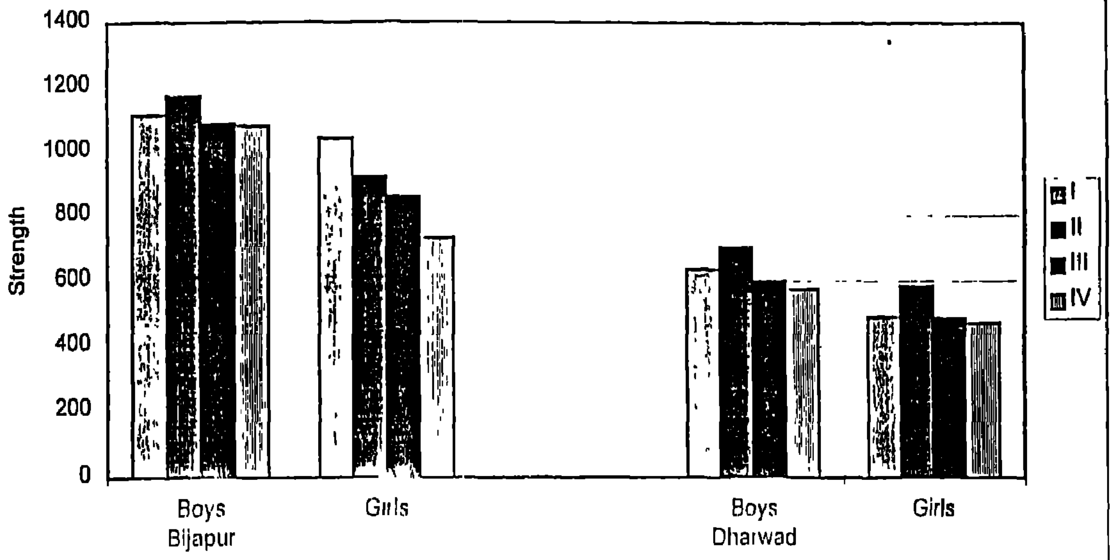


Fig 4 2 Enrolment of Children (Area-wise)

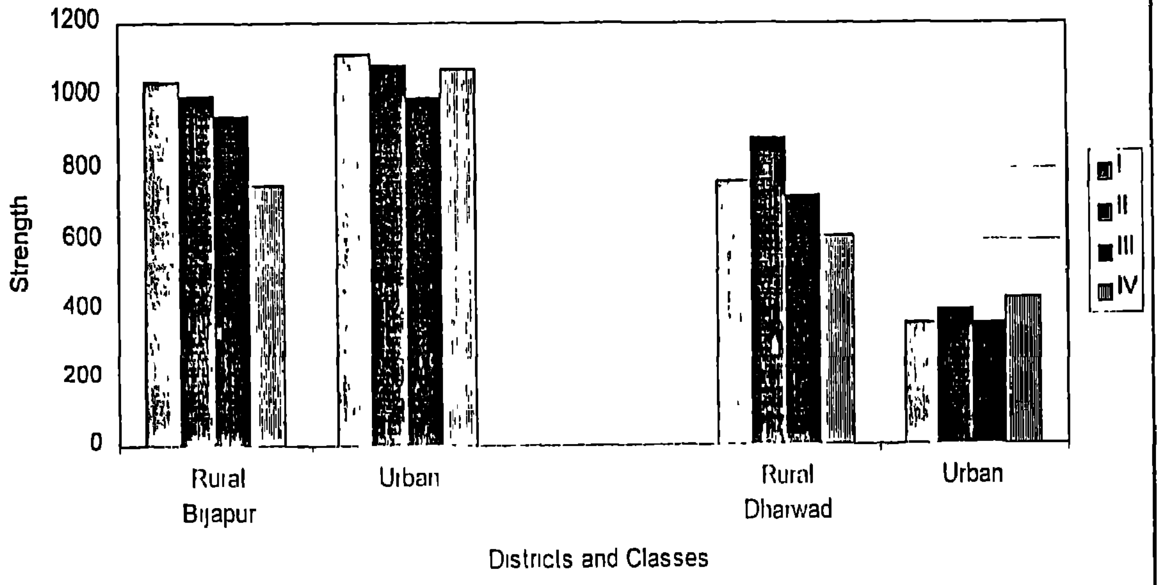


Fig 4 3a Enrolment of children(Category-wise)

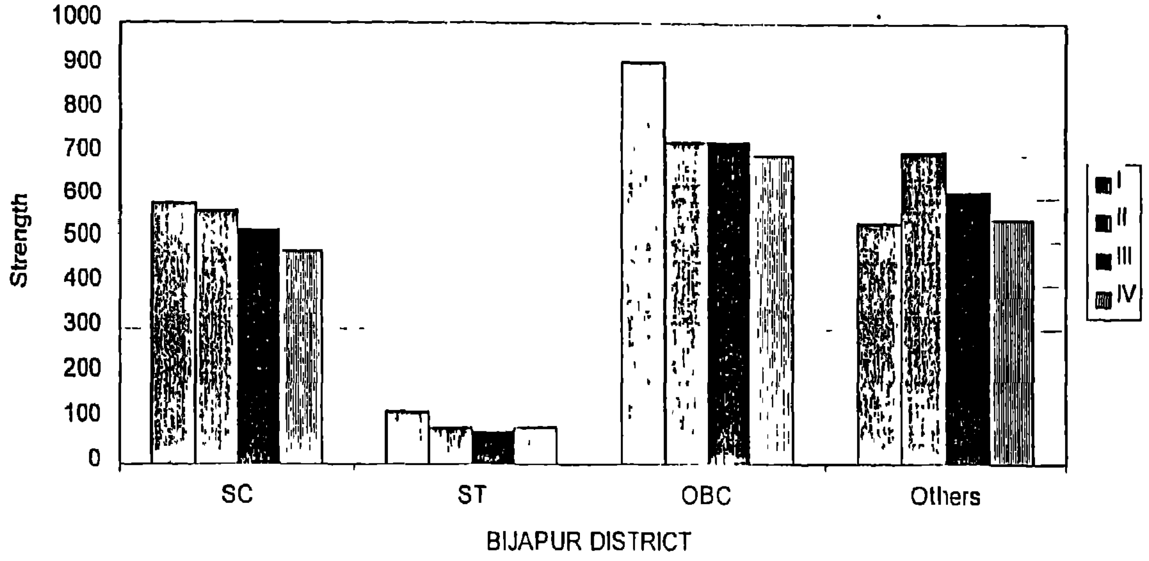
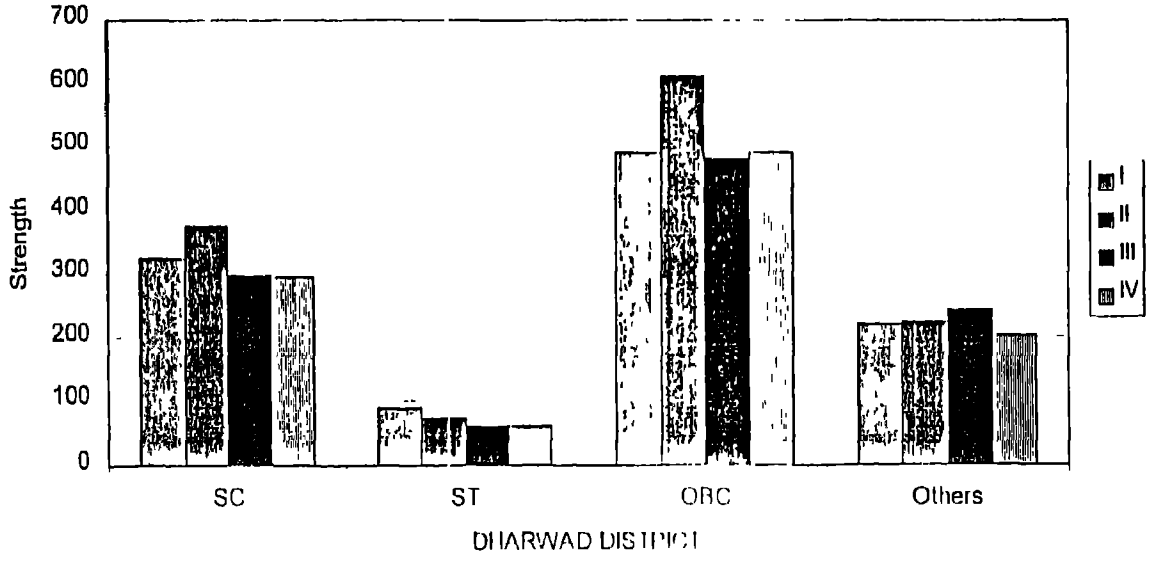


Fig 4 3b Enrolment of Children(Category-wise)



This is true of Dharwad district also In Bijapur, the positions of the Others and the STs are interchanged (Fig 4 3a & b).

Table 4.3 Total Enrolment and percentage of children in Schools (Category-wise)

Districts	Class	SC		ST		OBC		OTHERS		TOTAL
		N	%	N	%	N	%	N	%	
Bijapur	I	586	27 21	116	5 39	912	42 33	540	25 07	2154
	II	566	27 11	84	4 02	730	34 96	708	33 91	2088
	III	522	26 91	74	3 81	731	37 68	613	31 60	1940
	IV	474	26 22	85	4 70	699	38 66	550	30 42	1808
	Total	2148	26 88	359	4 49	3072	38 45	2411	30.18	7990
Dharwad	I	324	28 82	89	7 92	491	43 69	220	19 57	1124
	II	377	29 38	73	5 69	610	47 55	223	17 38	1283
	III	295	27 21	62	5 72	484	44 65	243	22 42	1084
	IV	294	28 10	60	5 74	491	46 94	201	19 22	1046
	Total	1290	28 43	284	6 26	2076	45 76	887	19 55	4537
Grand Total		3438	27.44	643	5.13	5148	41.10	3298	26.33	12527

There is a very gradual decline in the average class size in Bijapur (Table 4 4) There is no definite trend in Dharwad The average class size is slightly more than half of that in Bijapur

Table 4.4: Average Class size

DISTRICT	CLASS I	CLASS II	CLASS III	CLASS IV
Bijapur	48	46	43	40
Dharwad	25	29	24	23

As regards enrolment, certain observations are intriguing The total enrolment in classes I to IV is much less in Dharwad than in Bijapur; but Dharwad is more thickly populated and has a higher literacy rate than Bijapur.

4.3 Facilities

Considering the number of classrooms, majority of the sampled schools in Bijapur has one, two or three rooms, whereas majority of them in Dharwad has two or three rooms It is very unfortunate to see that some schools have no rooms at all (Table 4 5)

Table 4.5: Schools according to number of classrooms

NUMBER OF CLASSROOMS	BIJAPUR		DHARWAD	
	n	%	n	%
0	04	8 9	02	4 4
1	07	15 6	01	2 2
2	12	26 7	16	35 6
3	07	15 6	16	35 6
4	04	8 9	04	8 9
5	01	2 2	02	4 4
>5	10	22 1	04	8 9
Total	45		45	

The essential facilities are highly inadequate or non-existent (Table 4.6). Even safe drinking water is not available in all the schools In Dharwad, not even a single school of the sample has toilet facilities Only one of the sample of 90 schools has a separate toilet for girls and 20 schools have electricity.

Table 4.6: Schools having essential facilities

FACILITIES	BIJAPUR (45)		DHARWAD (45)	
	n	%	n	%
Safe drinking water	16	35 6	23	51 1
Toilet facilities	06	13 3	00	0 0
Separate toilet for girls	01	2 2	00	0 0
Electricity	14	31 1	06	13 5

Table 4 7 reveals that there are schools without even a blackboard Regarding basic furniture, Dharwad is marginally better than Bijapur

Table 4.7: Schools with basic furniture and equipment

FACILITIES	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
Chair for teacher	37	82 2	39	86.7
Table for teacher	37	82 2	34	75 6
Water pitcher & glass	15	33 3	20	44 4
Dustbin	19	42 2	10	22.2
School bell	27	60 0	38	82 6
Notice board	29	64 4	28	62 2
Black board	41	91 1	44	97 8

Regarding the facilities for co-curricular activities (Table 4 8) and playground (Table 4 9), Bijapur and Dharwad are more or less on the same status Most of the sampled schools have a playground Dharwad is slightly better than Bijapur, when it comes to medical facilities (Table 4.10). But a good number of schools in both the districts lack a first-aid kit

Table 4.8: Schools with facilities for co-curricular activities

FACILITIES	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
Play materials/toys	34	75 6	33	71 7
Game equipment	33	73 3	30	66.7
Musical instruments	12	26 7	17	37.2

Table 4.9: Schools having playgrounds

FACILITIES	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
Away from school	15	33 3	14	31.1
Within school	28	62 2	28	62.2

Table 4.10: Schools with medical facilities

FACILITIES	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
Annual medical check-ups	37	82 2	39	86.7
Immunization	34	75 6	41	91.1
First Aid kit	25	55 6	27	60.0

4.4 Staffing

Pupil-teacher ratio (Table.4 11) in Bijapur as well as in Dharwad is lower than both the All India average of 47 and the State average of 55· Dharwad has a better ratio than Bijapur and it may be recalled that Dharwad also has a better literacy rate compared to Bijapur

Table 4.11: Apparent and effective pupil-teacher ratio

FACILITIES	BIJAPUR	DHARWAD
Apparent	40	32
Effective	42	37

There has not been much variation in the average number of teachers on roll (Table.4 12) over the last three academic years in either district

Table 4.12: Average number of teachers on roll

SESSIONS	TEACHERS	BIJAPUR(45)		DHARWAD(45)	
		n	Average	n	Average
1994-95	Male	116	2 57	87	1 93
	Female	69	1 53	27	0 60
	Total	185	4 10	114	2 53
1995-96	Male	116	2 57	88	1 96
	Female	71	1 57	27	0.60
	Total	187	4 14	115	2 56
1996-97	Male	118	2 62	90	2 00
	Female	72	1 60	31	0 68
	Total	190	4 22	121	2 68

A comparison of tables 4 13 and 4 14 reveals that the number of additional teachers required is slightly greater than the number of vacant posts in Bijapur, but in Dharwad the position is reversed This is a little strange and needs probing

Table 4.13: Schools with vacant posts of teachers

VACANCIES	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
0	28	62 2	22	48 9
1	11	24 4	12	26 7
2	03	06 7	06	13.3
3	01	02 2	05	11 1
>3	02	04 4	00	00 0

Table 4.14: Schools requiring additional teachers

REQUIRED	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
0	12	26.7	28	62.2
1	19	42.3	13	28.9
2	10	22.2	04	08.9
3	01	2.2	00	0.0
>3	03	6.6	00	0.0

4.5 Community contribution

It is really heartening to see that even in these days of hardship, 55% to 75% of the schools are receiving some contributions from the community. Taking both the number of schools and the amount received into consideration, it is observed from table 4.15 that Dharwad district receives much more cotribution than does Bijapur. One wonders if there could be some link between the literacy rate of a district and the support it gives to its schools.

Table 4.15: Schools receiving community contribution

AMOUNT OF CONTRIBUTION	BIJAPUR(45)		DHARWAD(45)	
	n	%	n	%
Nil	19	42.3	11	24.4
Rs 0001 to 0500	14	31.1	12	26.8
Rs 0501 to 1000	03	06.6	08	17.8
Rs.1001 to 1500	01	02.2	02	04.4
Rs 1501 to 2000	02	04.4	01	02.2
Above Rs 2000	06	13.3	11	24.4

4.6 Conclusion

The problem of retention in Bijapur and Dharwad is not as grave as in Gulbarga and Bidar as can be seen from the statistics on enrolment and average class size. Regarding staffing and community contribution also, Bijapur and Dharwad are much better off than the other five districts of DPEP II. Between these two districts themselves, Dharwad seems to have better facilities and class size. Yet the position is not all that satisfactory. Immediate attention should be paid to providing all the schools with essential facilities like blackboard, toilets and first aid kit

CHAPTER V

CHAPTER V

THE TEACHERS

5.1 Introduction

In the computer language, the teacher can be referred to as an interface between the pupil and the subject matter, he is the mediator. In this age of knowledge explosion, it is just not possible and certainly not desirable - for the teacher to cram his own brain and/or his pupils' with all the available information The role of the teacher has now changed He is no longer considered as a well or a spring of knowledge; but a siphon He has to act as a facilitator in the learning process, he has to equip the children with the ways of acquiring knowledge Learning and achievement do not depend on just one factor, but on a multitude of factors like the learner's motivation, aptitude and IQ, the subject matter, the methodology of teaching and so on So we cannot draw one to one correlation between achievement and any of these factors Achievement is the net result of the inter-play of all these factors We cannot make a sweeping statement, saying if the achievement is high or low, it reflects only on the teacher effectiveness Still, teacher effectiveness is one of the prime factors in the teaching-learning process

Supposing a school is provided with the entire infrastructure (as discussed in the previous chapter) - classrooms, essential facilities, basic furniture and equipment, facilities for co-curricular activities and medical facilities, still we cannot be sure of a high learning achievement by the students It depends to a great extent on the teacher effectiveness, which in turn depends on various other factors The objective of this chapter is to analyze the teacher-related factors that may contribute to the differences in the levels of achievement of primary school students (O 8)

5.2 Characteristics of the sample

The sample consists of 231 teachers, drawn from the 90 schools of the two selected DPEP II districts

5.2.1 Gender: From Table 5 1 it can be seen that 34 64% of the total sample are female teachers This percentage is slightly higher than the national figure of 31 41% and the State figure of 32 64% (5th All India Educational Survey - Provisional statistics) This trend of the proportion of female teachers being much less than the male teachers is true for individual districts too.

Table 5.1: Percentage distribution of Teachers (gender-wise)

DISTRICT	NO OF TEACHERS				TOTAL
	Male	%	Female	%	
Bijapur	77	63 10	45	36 90	122
Dharwad	73	67 00	36	33 00	109
Total	150	65 36	81	34 64	231

5.2.2 Area: Area-wise figures reveal that (Table 5 2) the percentage of teachers drawn from urban areas is very much less than that from rural areas, in both the districts, but this is the trend in the population of these districts as well as the schools drawn for the sample of the Study.

Table 5.2: Percentage distribution of Teachers (Area-wise)

DISTRICT	NO OF TEACHERS				TOTAL
	Rural	%	Urban	%	
Bijapur	74	60 7	48	39.3	122
Dharwad	78	71 6	31	28 4	109
Total	152	65 8	79	34.2	231

5.2.3. Category: The category-wise distribution shows that (Table 5 3) in the total sample as well as in individual districts, the percentage of teachers is decreasing from OBC through Others and SC to ST

Table 5.3: Percentage distribution of Teachers (Category-wise)

DISTRICT	NO OF TEACHERS								TOTAL
	SC	%	ST	%	OBC	%	Others	%	
Bijapur	24	19 70	06	4 90	60	49 20	32	26 20	122
Dharwad	18	16 50	06	5 50	49	45 00	36	33 00	109
Total	42	18 18	12	5 19	109	47 19	63	29 44	231

5.2.4 Age: On the whole, teachers in the age group of above 45 years are the maximum in Bijapur and in the age group of 25-29, in Dharwad. The former age group is predominant among the male teachers and the latter age group, among the female teachers in both the districts Teachers in the age group of less than 25 years form a very negligible percentage in both the districts By the 19th year of age, a person can complete SSLC & TCH From Table 5 4, it is clear that hardly 5 to 6% of teachers, working in these primary schools, are less than 25 years We can recall that a number of vacancies exist in these schools If a qualified person can become a teacher only after a waiting period of say 6 or more years, what will be the impact on teacher effectiveness?

Table 5.4: Percentage Distribution of Teachers according to Age (Gender-wise)

DISTRICT	AGE GROUP	NUMBER OF TEACHERS		
		Male	Female	Total
Bijapur	< 25	03	03	06(04 9%)
	25-29	13	14	27(22.1%)
	30-34	13	11	24(19 7%)
	35-44	20	06	26(21.3%)
	>45	28	11	39(32.0%)
Dharwad	< 25	01	04	05(04 6%)
	25-29	16	15	31(28 4%)
	30-34	17	11	28(25.7%)
	35-44	17	04	21(19 3%)
	>45	22	02	24(22 0%)

5.2.5 Marital status Around 82% of the teachers are married (Table 5.5)

Table 5.5: Percentage Distribution of Teachers according to Marital Status

CATEGORY	BIJAPUR			DHARWAD		
	Male	Female	Total(%)	Male	Female	Total(%)
Unmarried	09	10	19 (15 6)	11	08	19(17 4)
Married	67	34	101(82 8)	62	27	89(81 7)
Widowed	00	01	01 (0 8)	00	00	00 (0 0)
Divorced/ Separated	01	00	01 (0 8)	00	01	01 (0 9)

5.2.6 Educational qualifications In the entire sample of 231 teachers, only five have studied just upto VIII standard (Table 5 6) Majority of the teachers has done upto Higher secondary In both the districts, more than 25% of the teachers possess graduate/Post graduate qualification.

Table 5.6: Percentage Distribution of Teachers according to Educational Level (Gender-wise)

DISTRICT	QUALIFICATION	NUMBER OF TEACHERS		
		Male	Female	Total(%)
Bijapur	Class VIII	01	02	03 (2 5)
	Matric	25	13	38(31 1)
	Hr Sec	27	20	47(38 5)
	Graduate	21	08	29(23 8)
	Post Grad	03	02	05 (4 1)
Dharwad	Class VIII	01	01	02 (1 8)
	Matric	32	03	35(32 1)
	Hr Sec	26	17	43(39 4)
	Graduate	10	10	20(18 3)
	Post Grad	04	05	09 (8 3)

5.2.7 Professional qualifications· Majority (about 88%) of the teachers possess TCH/Diploma (Table 5 7) Though this is the prescribed qualification, about 8% of the teachers have done B Ed In the entire sample, there is a single teacher who possesses postgraduate training in teaching

Table 5.7: Distribution of Teachers according to Professional Training

District	Teachers' Training	NUMBER OF TEACHERS				
		Male	Female	Rural	Urban	Total
Bijapur	Prim/Ele TCH/Diploma	62	39	60	41	101
	B Ed	08	02	06	04	10
	M Ed and above	00	01	00	01	01
Dharwad	Prim/Ele TCH/Diploma	71	32	75	28	103*
	B Ed	04	04	05	03	08
	M Ed and above	00	00	00	00	00

Note: * Some with TCH+ B Ed

5.2.8. In-service training Almost 80% of the teachers in Dharwad have undergone in-service training, whereas the corresponding figure for Bijapur is slightly less than 50% (Table 5 8)

Table 5 8: Teachers without in-service training

District	WITHOUT IN-SERVICE TRAINING		Total (%)
	Male	Female	
Bijapur	34	30	64(52 5)
Dharwad	15	06	21(19.3)

About 50 to 60% of teachers have expressed their desire to undergo in-service training (Table 5 9) The department has to take a note of this

Table 5.9: Percentage of teachers desirous of in-service training

DISTRICT	TOTAL	NO DESIROUS	PERCENT
Bijapur	122	74	60 7
Dharwad	109	58	53.2

5.3 Teaching process: There are certain factors like teaching materials, teaching aids, home work and assistance from different people, which are related to the teaching process These have also been analyzed to the extent possible

5.3.1 Teaching facilities Though majority of the teachers have reported the availability of teaching facilities, it is really shocking to see that some of them do not have even a black board (Table 5 10) In neither of the districts have all the 100% teachers reported the availability of a black board. Except in the case of cupboard, Bijapur has reported a greater percentage of all the teaching facilities than has Dharwad

Table 5.10: Teachers reporting on available teaching facilities

		NUMBER OF TEACHERS		
District	Basic Facility	Male	Female	Total(%)
Bijapur	Black Board	74	44	118(96 7)
	Duster	64	43	107(87 7)
	Table for Teacher	70	41	111(91 0)
	Chair for Teacher	70	42	112(91 8)
	Cup Board	41	15	56(45 9)
Dharwad	Black Board	56	28	84(77 1)
	Duster	40	20	60(55 0)
	Table for Teacher	54	29	83(76 1)
	Chair for Teacher	54	40	94(86 2)
	Cup Board	42	21	63(57 8)

Table 5.11: Teachers reporting on Available Teaching Aids

Teaching Aids	DISTRICT			
	Bijapur(122)		Dharwad(109)	
	n	%	n	%
Teacher Guides	84	68 9	106	99 1
Dictionaries	70	57 4	95	88 8
Other Books	88	72 1	106	99 1
Maps	102	83 6	95	88 8
Globe	101	82 8	62	57 9
Charts	98	80 3	48	44 9
Flash Cards	79	64 8	84	78 5
Science Kit	99	81 1	59	55 1
Maths Kit	91	74 6	82	76 6
Others	38	31 1	92	86 0

5.3.2 Teaching aids· Considering the teaching aids, Dharwad schools seem to be better off than the Bijapur schools (Table 5 1.1) Anyway, greater percentage of schools in Bijapur possesses charts, globe and science kit than in Dharwad

Regarding the source of the preparation of teaching materials, many teachers have reported that they use self-made ones (Table 5 12); lesser number of teachers are supplied these materials by the schools; and very few teachers involve the students in preparing the materials This is the case with both the districts

Table 5.12 Teachers reporting on the source of the preparation of teaching materials

DISTRICT	PREPARATION OF TEACHING MATERAILS	GENDER		
		Male	Female	Total(%)
Bijapur	Self	45	32	77 (63 1)
	Students	05	02	07 (05 7)
	Provided by School	27	11	38 (31 1)
	Any Other	00	00	00
Dharwad	Self	54	23	77(70 6)
	Students	02	01	03(02 8)
	Provided by School	17	12	29(26 6)
	Any Other	00	00	00

5.3.3 Homework: 88 5% of the teachers of Bijapur have claimed that they give homework regularly as against the 61 7% of Dharwad (Table 5 13). The percentage of teachers not giving homework at all is a negligible 2 5 in the case of Bijapur, but a conspicuous 21 1 in Dharwad

Table 5.13 Percentage distribution of teachers assigning Homework

Homework given	Percentage of teachers	
	BIJAPUR	DHARWAD
Regularly	88 5	61 7
Sometimes	09 0	17 2
Not at all	02 5	21.1

5.3.4 Multi-grade teaching Table 5 14 shows that the percentage of teachers in the multi-grade-teaching situation is considerably higher in Dharwad than in Bijapur It is not surprising because the average class size is very low in this district compared to the other and the teachers' post is sanctioned only on the basis of number of students enrolled in each class. As the strength in each class is low in these schools, two or more classes are combined and managed by a single teacher In such a situation, how effective can the teaching be? This is an area for probing and research

Table 5.14 Distribution of teachers in multi-grade teaching situation (Gender-wise)

TEACHERS	DISTRICT	
	BIJAPUR(122)	DHARWAD(109)
Male	11	15
Female	01	08
Total	12 (9 8%)	23 (21.5 %)

5.3.5 Priority of teaching activities A teacher has to plan and prepare for his class, assign home work, conduct tests, correct the tests and home work, provide a feed back to the children on their performance and so on The importance each teacher gives to these different activities depends on his philosophy, demand of his situation and other factors In the Teacher Schedule, each teacher was asked to arrange these activities in the order of priority he gives them The priority was determined by the quantum of time teachers allot for each activity

In the present survey it was found that teachers assign first priority to planning and preparing for the class (Table 5 15), second priority to correction of test and home work and third to feedback to the children on their performance In Bijapur, more than 50% of the teachers have assigned only fourth or last priority to providing feedback to the children

Table 5.15: Priority of teachers' activities on the basis of time allocation (In percentage)

ACTIVITIES	RANK	BIJAPUR	DHARWAD
Giving tuition to children	1	4 9	11 9
	2	2 5	2 8
	3	0 8	2 8
	4	26 2	21 1
	5	65 6	61 5
Providing feed back	1	29 5	35 8
	2	7 4	4 6
	3	9 0	29 4
	4	36 1	29 4
	5	18 0	0 9
Correcting tests/Home work	1	51 6	41 3
	2	10 7	29 4
	3	1 6	1 8
	4	26 2	27 5
	5	9 8	0 0
Holding extra Classes	1	2 5	9 2
	2	0 8	2 8
	3	4 9	2 8
	4	18 0	53 2
	5	73 8	32 1
Planning/ Preparation of Class	1	64 8	78 9
	2	10 7	3 7
	3	9 8	0 9
	4	9 0	16 5
	5	5 7	0 0

5.3.6 : Guidance/Assistance in the teaching activity A timely guidance goes a long way in improving a person's performance It holds equally good both for the pupil and the teacher The pupils get the guidance from the teachers and parents In the case of teachers, the Head Masters, AEOs and their own colleagues are in a position to give them guidance/suggestion to improve their teaching performance Information regarding this was also solicited from the teachers in the Teachers Schedule

A. Asked about the extent of guidance received from the Head teachers, 51% of the teachers from Bijapur and 62% from Dharwad have marked it as 'very helpful' (Table 5 16) 35% of Bijapur teachers and 21% of Dharwad teachers have rated them as not being helpful

Table 5.16: Percentage distribution of teachers on the basis of assistance from the Head Teacher / Principal

DISTRICTS	CATEGORIES	TEACHERS		
		Male	Female	Total (%)
Bijapur	Very helpful	33	29	62(50 8)
	Somewhat helpful	09	08	17(13 9)
	Not helpful	35	08	43(35 2)
Dharwad	Very helpful	40	27	67(61.5)
	Somewhat helpful	15	04	19(17 4)
	Not helpful	18	05	23(21 1)

B. When it comes to the question of guidance from AEO (Table 5 17), majority of the Bijapur teachers have rated it as "somewhat helpful" and majority of the Dharwad teachers, as" very helpful " The percentage of teachers rating it as not helpful is very low – much less than the corresponding percentage for the head teacher

Table 5.17: Percentage distribution of teachers on the basis of assistance from the AEO

DISTRICTS	CATEGORIES	TEACHERS		
		Male	Female	Total (%)
Bijapur	Very helpful	28	18	46(37 7)
	Somewhat helpful	31	22	53(43 4)
	Not helpful	18	05	23(18 9)
Dharwad	Very helpful	42	16	58(53 2)
	Somewhat helpful	29	20	49(45 0)
	Not helpful	02	00	02(01 8)

C. A much greater percentage of teachers have rated their colleagues as ' not helpful ' than they have rated the AEOs likewise (Table 5 18) Also the percentage of teachers rating the assistance from colleagues as very helpful is less than the corresponding figures for both the head teacher and the AEO This makes one think of inter-personal relationship, fear of authority and so on

Table 5.18 Percentage distribution of teachers on the basis of assistance from Colleagues

DISTRICTS	CATEGORIES	TEACHERS		
		Male	Female	Total (%)
Bijapur	Very helpful	27	18	45(36 9)
	Somewhat helpful	20	19	39(32 0)
	Not helpful	30	08	38(31 1)
Dharwad	Very helpful	30	10	40(36 7)
	Somewhat helpful	27	15	42(38 5)
	Not helpful	16	11	27(24.8)

5.4 Preferences The teachers were asked about their preferences in certain matters As for the reasons for being in the present job/school, personal and family reasons and compulsory transfers topped the list Next comes the reason of greater job security (Table 5 19) It is very unfortunate that just 2 out of 231 teachers have expressed that they are in the present job because of the greater job satisfaction they get

It is not choice but chance - not preference, but pressure that is the ruling factor here Can we expect sincere involvement of these teachers in teaching?

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5.5 Conclusion At this juncture, when we want to focus on universal retention and universal achievement, it is imperative that the profile of the teachers is improved to the maximum First priority should be to provide the facilities (like black board) and teaching materials, next improve the calibre of the teachers by arranging need based in-service programmes, arrange for effective academic supervision and guidance and also solve some of their problems like multi-grade teaching and filling up the vacancies Unless this is done on a war-footing, universal retention and universal achievement would continue to remain distant dreams

CHAPTER VI

CHAPTER VI

THE DROPOUTS

6.1 Introduction: Let us recall one of the essential features of the revised POA 1992 related to UPE, *viz* , an emphasis on retention and achievement rather than merely on enrollment to overcome the problem of dropouts Varghese (1995) comments, "there are many States and districts which have already achieved almost universal primary enrolment and they need to focus on programmes to improve the retention rates and levels of learner achievement" One of the objectives of DPEP is to reduce overall dropouts at the primary level to less than 10 percent. The past 10 years' educational statistics gives us an idea of the dropout rate The figures reveal that though the government's achievements look impressive with regard to student enrolment in schools, the dropout poses a big obstacle as the thousands of students who should have been in school are found employed in farms, tending animals, factories, in petty trades and in service labour

6.2 Dropout rate As authentic report on dropout rates is not usually available, the dropout rate is calculated by a simple method as follows·

Enrolment in I standard = x

Enrolment in V Standard after 4 years = y

Assumed number of dropouts = (x-y)

Dropout rate = ((x-y)/x) 100

Comparing the enrolment in I standard in 1992-93 and in V standard in 1996-97, we get an idea of the dropout rate in 1996-97 Table 6 1 gives an idea of the dropout rate, gender-wise, in both the districts and the State, as in 1987-88 and 1996-97

Table 6.1: Dropout rate

		KARNATAKA	BIJAPUR	DHARWAD
1987-88	Boys	43 24	48 02	40 97
	Girls	57 35	69 54	53 78
	Total	50 12	58 53	47 22
1996-97	Boys	27.60	34 14	40 98
	Girls	29 54	41 17	13 49
	Total	28 51	37 38	30 94

Source Status Report on Elementary Education, Government of Karnataka, Sept, 1996

The above table presents an intriguing picture of the dropouts of Dharwad In 87-88, The dropout rates of both boys and girls in Bijapur were higher than the State figures, the corresponding figures in Dharwad were lower than the State figures and were also the lowest among the seven districts of the DPEP II Over the ten years, both in the State and Bijapur the dropout rate of boys bas decreased by about 15% and that of girls by almost 30% But it is really shocking that the dropout rate of boys in Dharwad has not come down even by a single percent, in fact the rate is now the highest among all the districts of DPEP II, with the only exception of Bidar On the other hand the dropout rate of girls in Dharwad has surprisingly come down by 40% and is the lowest among all the seven districts of DPEP II This is contrary to the general notion that parents want their sons to get educated, but do not encourage their daughters!

6.3 Objective: In order to bring down the dropout rate, the Government has introduced different schemes like distribution of free uniforms, supply of free text books, supply of free school bags to SC/ST girls, mid day meals and supply of teaching learning equipment to schools In spite of these schemes, the dropout rate has not come down anywhere near the targeted 10% In order to develop alternate strategy for these out of school children, it is not only essential to understand the reasons which compel the children to leave the schools, but also to assess their levels of learning as far as basic numeracy and literacy skills are concerned. So the present survey has been undertaken with the objective of studying the socio-demographic characteristics of dropouts along with their learning achievement (O 5) In view of this, the data from dropouts have been collected on the following aspects family background, educational status of the dropouts, work status of the dropouts, reasons for dropping out and their educational achievement

6.4. Sample distribution 99 dropouts from Bijapur and 70 from Dharwad were included in this survey

6.4.1: Gender On the whole, there are 73 boys and 96 girls in the entire sample of dropouts (Table 6 2)

Table 6.2: Percentage distribution of Dropout children (gender-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	Boys	%	Girls	%	
Bijapur	43	43 40	56	56 60	99
Dharwad	30	42 90	40	57 10	70
Total	73	43 20	96	56 80	169

6.4.2. Area: More than 80% of the dropouts are from rural areas (Table 6 3)

Table 6.3: Percentage distribution of Dropouts (Area-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	Rural	%	Urban	%	
Bijapur	87	87 9	12	12 1	99
Dharwad	57	81 4	13	18 6	70
Total	144	85 2	25	14 8	169

6.4.3: Category The sample consists of 61 SC, 15 ST, 74 OBC and 19 Others (Table 6 4)

Table 6.4: Percentage distribution of Dropouts (Category-wise)

DISTRICT	NUMBER OF STUDENTS				TOTAL
	SC	ST	OBC	Others	
Bijapur	37(37 40)	09(9 10)	37(37 40)	16(16 10)	99
Dharwad	24(34 30)	06(8 60)	37(52 90)	03(4 20)	70
Total	61(36 09)	15(8 88)	74(43 79)	19(11 24)	169

6.4.4 : Age Table 6 5 reveals that there are almost equal percentages of dropouts in the age group of 10-12 years and under 10 years Among the dropouts interviewed from Bijapur, no one is above 12 years, but dropouts belonging to this group form a very small percentage of four in Dharwad

Table 6.5: Percentage distribution of dropouts (Age-wise)

AGE	DISTRICTS					
	Bijapur			Dharwad		
	Boys (43)	Girls (56)	Total (99)	Boys (30)	Girls (40)	Total (70)
Under 10 years	46 51	51 79	49 49	43 3	50 0	47 1
10 - 12 years	53 49	48 21	50 51	50 0	47 5	48 6
Over 12 Years	00 00	00 00	00 00	06 7	02 5	04 3

6.4.5 : Nutritional status. In Bijapur, almost all the dropouts get all the three meals a day Nutritional status is slightly better in Bijapur than in Dharwad (Table 6 6) It is not clear whether there is any child in Dharwad who does not get even a single meal a day

Table 6.6: Nutritional status of dropouts (in percent)

DISTRICT	TIME	PERCENTAGE OF DROPOUTS WHO HAD MEALS		
		Always	Sometimes	Never
Bijapur	Morning	98 0	2 0	0 0
	Afternoon	99 0	1 0	0 0
	Evening	93 9	6 1	0 0
Dharwad	Morning	94 3	0 0	5 7
	Afternoon	90 0	4 3	5 7
	Evening	82 9	10 0	7 1

6.4.6 : Physical impairment. We come across more of physical impairment in the sample from Bijapur than from Dharwad (Table 6.7). There is no visual or hearing impairment in the sample from Dharwad

Table 6.7 Percentage distribution of dropouts on the basis of physical impairment

IMPAIRMENT	DISTRICTS	
	Bijapur(99)	Dharwad(70)
Vision	11 1	00 0
Hearing	06 1	00 0
Speech	05 1	04 3
Limbs	03 0	02 9

6.4.7: Illness: Only one child from Bijapur was having fever (Table 6 8) Otherwise, we don't find the dropouts suffering from any major illness in Bijapur But about one fifth of the sample from Dharwad is suffering from some or other illness illness

Table 6.8: Percentage of dropouts on the basis of illness

ILLNESS	BIJAPUR(99)	DHARWAD(70)
Fever	1 1	7.1
Asthma/ Respiration	0 0	7 1
Diarrhea/Gastroenteritis	0 0	4 3
Skin disorder	0 0	0 0

6.5: Family background It is desirable to know the family background of the dropouts Information on the relationship of the head of the family to the dropout, educational status of parents and their occupation was obtained

6.5.1: Head of the family From table 6 9 it is observed that in majority of the cases father happens to be the head of the family, and in a few cases the mother.

Table 6.9: Head of the family

HEAD	DISTRICTS	
	Bijapur(99)	Dharwad(70)
Father	90	63
Mother	07	05
Elder brother/Sister	00	00
Any other member	02	02

6.5.2: Educational level of parents Parents of most of the dropouts are illiterates (Table 6 10) As far as the educational level of the parents is concerned, Dharwad presents a better picture than Bijapur Out of the parents of all the dropouts from both the districts, there is just one mother from Dharwad who has had collegiate education

Table 6.10: Percentage distribution of dropouts on the basis of educational level of parents

EDUCATIONAL LEVEL	DISTRICTS			
	Bijapur(99)		Dharwad(70)	
	Father	Mother	Father	Mother
Illiterate	73 8	86 8	50 0	90 0
Literate	02 0	05 1	02 9	00 0
Primary	14 1	05 1	18 5	08 6
Secondary	06 1	02 0	15 7	00 0
Hr Secondary	02 0	00 0	02 9	00 0
College	00 0	00 0	00 0	01 4
Don't Know	02 0	01 0	10 0	00 0

6.5.3: Occupation of parents: In Bijapur, 40% of the fathers and about 15% of the mothers are engaged in agricultural work, 25% of fathers and 15% of mothers in unskilled manual work, and majority of the mothers are housewives (Table 6 11) In Dharwad, 70% of fathers and 50% of the mothers are engaged in agricultural work Later, we find the analysis of the work status of dropouts in Dharwad also reflecting a high preference for agricultural work – especially among boys

Table 6.11: Percentage distribution of parents of dropouts on the basis of occupation

OCCUPATION	BIJAPUR				DHARWAD			
	Fathers		Mothers		Fathers		Mothers	
	No	%	No	%	No	%	No	%
Household	10	10	55	56	02	03	26	38
Farmers	29	30	03	03	28	40	09	13
Poultry	00	00	01	01	00	00	00	00
Agri. Labour	11	11	10	10	20	28	24	34
Picking Forest Produce	03	03	01	01	03	04	04	06
Domes Servant	01	01	10	10	02	03	01	01
Street Vendor	02	02	00	00	02	03	01	01
Unskilled Labour	24	24	14	14	08	12	03	04
Skilled worker	03	03	01	01	02	03	02	03
Clerical	00	00	00	00	00	00	00	00
Self employed	01	01	00	00	01	01	00	00
Business	02	02	00	00	00	00	00	00
Sr Officer	00	00	00	00	00	00	00	00
Others	13	13	04	04	02	03	00	00
Total	99	100	99	100	70	100	70	100

6.6:Educational status· To understand the educational background of the dropouts, information on the number of detentions, repetition of a class, last class attended and their educational aspirations has been collected.

6.6.1: Number of detentions. From table 6 12, it can be observed that almost 90% of the dropouts have never been detained In both the districts, there are a few who have been detained once or twice, but none who has been detained more than twice

Table 6.12 Percentage of dropouts on the basis of number of detentions in school

DESCRIPTION	DISTRICTS	
	Bijapur(99)	Dharwad(70)
Never detained	87.9	90.0
Detained once	02.0	08.6
Detained twice	10 1	01 4
Detained thrice	00.0	00.0

6.6.2: Last class attended· From table 6 13, we can see that majority of the students in Bijapur drop out of the school after III standard and in Dharwad after IV standard

Table 6.13: Percentage distribution of the dropouts on the basis of last class attended

CLASS	DISTRICTS	
	Bijapur	Dharwad
Class I	07.1	22.9
Class II	22 2	14 3
Class III	42 4	17 1
Class IV	28 3	45.7

6.6.3: Repeating a class Maximum number of students have repeated class III (Table 6 14) The number of repeaters seems to be almost the same among boys and girls The number of repeaters from Dharwad is more than double that from Bijapur

Table 6.14 Number of dropouts repeating a Class (Gender-wise)

DISTRICT	CLASS	BOYS	GIRLS	TOTAL
Bijapur	I	0	1	1
	II	1	2	3
	III	4	0	4
	IV	0	0	0
Dharwad	I	0	4	4
	II	2	2	4
	III	4	2	6
	IV	4	2	6

6.6.4: Educational aspirations Educational aspirations of the dropouts from Dharwad are better than their counterparts from Bijapur. 70% of the dropouts from Bijapur, as against the 40% from Dharwad, do not want to study at all (Table 6 15) Whatever may be the cause of it, this is really a sorry state of affairs After having attended the school for some time, now if they say that they don't want to study, the education system has clearly failed in attracting them Perhaps, they have not been able to see the usefulness of schooling What is taught is in all probability not relevant to their life situation On the other hand, about 15% of them from Bijapur and almost double that percentage from Dharwad have expressed their desire to study up to SSLC or even up to graduation It is pathetic that they have been forced to drop out because of either economic reason or family situation There arises the need for an alternate schooling system

Table 6 .15: Educational aspirations of dropouts

REASONS	BIJAPUR(99)	DHARWAD(70)
Do not want to study	70(70 7)	28(40 0%)
Don't know	07(7 1)	07(10 0%)
IV Standard	04(4 0)	09(12.9%)
VIII Standard	04(4 0)	06(8 6%)
X Standard	10(10 2)	16(22 8%)
XII Standard	02(2 0)	03(4 3%)
Graduation	02(2 0)	01(1 4%)
Professional course	00(0 0)	00(0 0%)

6.7: Work status More than 95% of the dropouts from Bijapur are engaged in household / industries / artisan work, a negligible 1 4% of the dropouts from Dharwad are in these fields (Table 6 16) Here, maximum numbers are engaged in agricultural work The next common occupation seems to be factory work in Dharwad

Table 6.16: Percentage of dropouts in different occupations

OCCUPATION	BIJAPUR(99)			DHARWAD(70)		
	Boys(43)	Girls(56)	Total	Boys(30)	Girls(40)	Total
Factory work	2 3	0 0	1 0	26 7	25 0	25 7
Household industries/ artisan work	95 4	98 2	97 00	3 3	0 0	1 4
Agricultural work	2 3	0 0	1 0	56 7	20 0	35.7
Service (Domestic /Shop/ Hotel)	0 0	1 8	1 0	3 3	30 0	18.6
Others	0 0	0 0	0 0	10.0	25 0	18 6

Table 6.17: Reasons for being dropout (Gender-wise)

REASONS	BIJAPUR(99)*			DHARWAD(70)		
	Boys	Girls	Total*	Boys	Girls	Total
Parents do not want	04	06	10	12	28	40
Have to assist in household	12	15	27	05	04	09
Will have to earn a living	01	03	04	09	06	15
Training in household enterprise	00	01	01	02	01	03
Studies too difficult/Not interested	01	02	03	00	00	00
Cannot afford text books / note books	00	01	01	02	00	02
Illness / Not keeping well	00	00	00	00	00	00
Will get married	00	01	01	00	00	00
Failure/ Did not learn anything	00	00	00	00	00	00
Teachers are not helpful	00	02	02	00	00	00
Schools too far	00	00	00	00	00	00
Others	00	01	01	00	01	01

Note * - Not applicable has been recorded in 49 cases in Dharwad (25 boys and 24 girls)

6.8: Reasons for dropping out Topping the list of reasons for dropping out of school are 1 Parents do not want them to study and 2 They have to assist in household More girls than boys have given these two reasons (Table 6 17) Number of dropouts giving each of these reasons is double that giving the reason as having to earn a living The general notion that children drop out of school for economic reason does not seem to hold good. A change in the attitude of parents should be brought about. Still, many people in our country believe education is not necessary for girls

6.9: Learning achievement As has been described earlier, the achievement test for dropouts formed a part of the SD schedule itself. The level of the test was that meant for those who have completed class II. The test comprised of 8 comprehension questions in Kannada and two questions each on all the four fundamental operations in Mathematics Language questions had to be answered orally

6.9.1: Achievement in Literacy The mean achievement in literacy of the dropouts of Bijapur is 25%, whether for the girls or boys or the entire group (Table 6 18) But the mean achievement of dropouts from Dharwad is decisively better, with that of the girls being much higher than that of the boys (Fig 6.1).

Table 6.18: Mean achievement of dropouts in Literacy (Gender-wise)

Districts	BOYS			GIRLS			TOTAL		
	Mean	SD	**Mean %**	Mean	SD	**Mean %**	Mean	SD	**Mean %**
Bijapur	2 035	0 22	**25 44**	2 020	0 27	**25 25**	2 027	0 25	**25.34**
Dharwad	2 233	1 99	**27 91**	3 564	1 80	**44.55**	2 986	1 99	**37.33**

Analyzing their levels of achievement (Table 6 19), we notice that 98% of the dropouts from Bijapur fall in the bracket of 25-49%, with one boy scoring less than 25% and one girl scoring 50% to 79%. In Dharwad, the dropouts are mainly spread over the first three groups; and 5 7% have scored above 80% There is no one from Bijapur scoring above 80%, even though its sample is larger than that of Dharwad

Fig 6.1 : Mean Achievement of Dropouts in Literacy (District-wise)

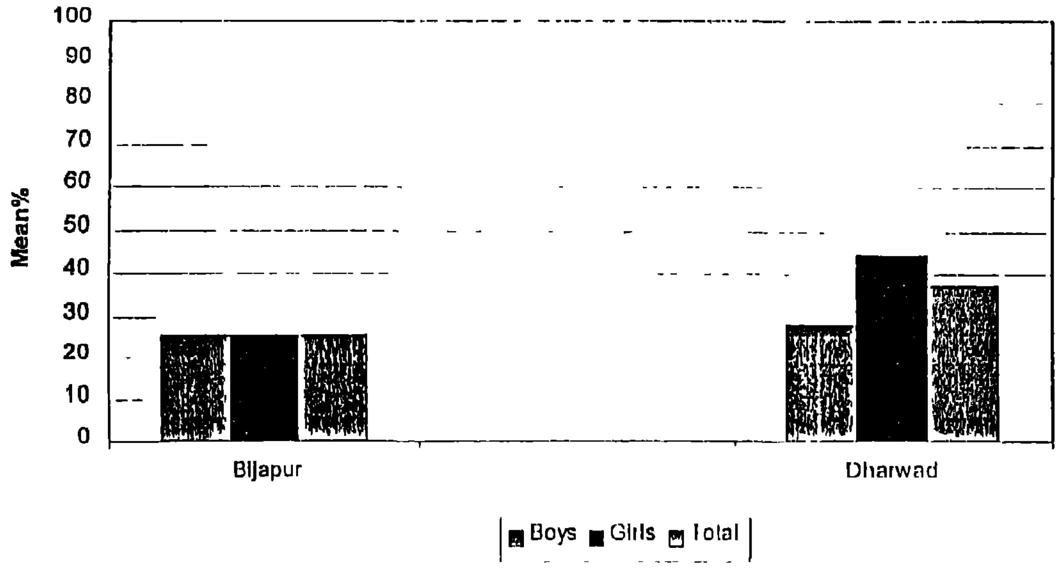


Table 6.19: Percentage of dropouts on different levels of achievement in literacy (Gender-wise)

LEVELS	DISTRICTS					
	BIJAPUR(99)			DHARWAD(70)		
	Boys	Girls	Total	Boys	Girls	Total
Less than 25 %	02 3	00 0	01 0	33 3	22 5	27 2
25% - 49%	97 7	98 2	98 0	40 0	27 5	32 8
50% - 79%	00 0	01 8	01 0	23 4	42 5	34 3
80% and above	00 0	00 0	00 0	03 3	07 5	05 7

6.9.2: Achievement in Numeracy The mean achievement in Numeracy is much less than the mean achievement in Literacy The mean achievement of Dharwad is better than that of Bijapur Boys have fared better in Bijapur, while the reverse is true in the case of Dharwad (Table 6 20 and fig. 6.2)

Table 6.20: Mean achievement of dropouts in Numeracy (Gender-wise)

Districts	BOYS			GIRLS			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	0 488	1 38	6.10	0 339	1 24	4 23	0 404	1 38	5.05
Dharwad	1 233	1 78	15 41	1 450	1 69	18.13	1 357	1 72	16.96

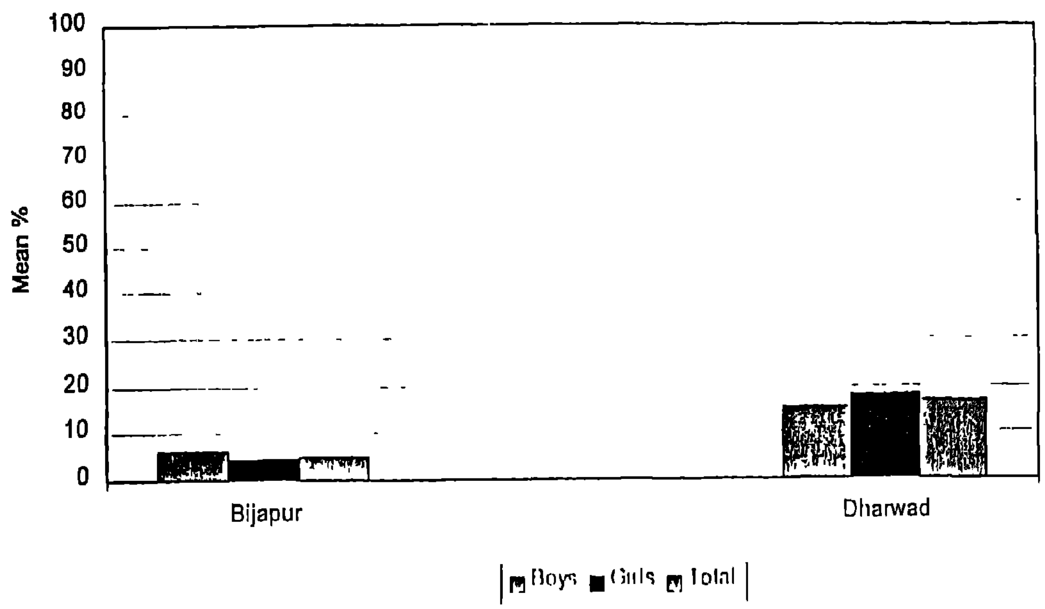


Fig 6.2 Mean Achievement of Dropout in Numeracy

Majority of the dropouts from Bijapur has scored less than 25% in numeracy In Dharwad a little over 60% fall in this category and about half of this number are in the bracket of 25% to 49%(Table 6 21) One boy and one girl from Bijapur and one girl from Dharwad have scored above 80%

Table 6.21: Percentage of dropouts on different levels of achievement in Numeracy (Gender-wise)

LEVELS	DISTRICTS					
	BIJAPUR(99)			DHARWAD(70)		
	Boys	Girls	Total	Boys	Girls	Total
Less than 25 %	88 4	91 1	90 0	66 7	57 5	61 6
25% - 49%	04 6	07 1	06 0	23 3	37 5	31 4
50% - 79%	04 6	00 0	02 0	10 0	02 5	05 6
80% and above	02 4	01 8	02 0	00 0	02 5	01 4

6.10 Conclusion

Over the past decade, the dropout rate of boys of Dharwad has not come down at all, whereas that of girls has come down by 40% What could be the cause of this disparity? It is noted that the achievement of girls in both literacy and numeracy is far better than that of the boys. Another point is that about 57% of the dropout boys are engaged in agricultural work as against 20% of the girls, the main occupation of Dharwad itself is agriculture, majority of the fathers and even mothers of the dropouts are also engaged in agricultural work In both the districts, though most of the dropouts are not earning, the others have a weekly income of anything between Rs 20 and 360 Many of them may not be getting any income as such, but may be helping their parents in the fields Perhaps the dropout scenario in Dharwad merits an exclusive and exhaustive study by itself

CHAPTER VII

CHAPTER VII

THE STUDENTS - CLASS II

7.1 Objectives:

The present study was taken up with a number of objectives, as laid down in Chapter I Two of these objectives are as follows

O 3 *To study the achievement levels of class II students in literacy and numeracy*

O 4 *To study the levels of learning in literacy and numeracy skills among class II students in terms of gender differences, rural urban differences and caste-wise differences*

In this chapter, there is an attempt to analyze the learning achievement of class II students and verify the hypotheses related to the above two objectives The achievement tests in literacy (Kannada) and numeracy (Mathematics) have already been described in Chapter II

7.2 Characteristics of the sample

The sample of class II students in the present Study is made up of 1119 of which 51 47% are boys In the individual districts also, girls make up slightly less than 50% and boys make up a little over 50% (Table 7.1).

Table 7.1: Percentage distribution of standard II children (Gender-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	Boys	%	Girls	%	
Bijapur	282	51 80	262	48 20	544
Dharwad	294	51 13	281	48 87	575
Total	576	51 47	543	48 53	1119

When it comes to area-wise distribution (Table 7.2), on an average 66.4% are from rural areas. Rural students of Dharwad make up a higher percentage than of Bijapur.

Table 7.2: Percentage distribution of standard II children (Area-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	Rural	%	Urban	%	
Bijapur	321	59.0	223	41.0	544
Dharwad	422	73.4	153	26.6	575
Total	743	66.4	376	33.6	1119

About one third of the sample are SC/ST and the remaining belong to other categories (Table 7.3). Dharwad has a much higher percentage of SC/ST than Bijapur.

Table 7.3 Percentage distribution of standard II children (Category-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	SC/ST	%	Others	%	
Bijapur	144	26.50	400	73.50	544
Dharwad	233	40.52	342	59.48	575
Total	377	33.7	742	66.3	1119

The age-wise distribution of class II students (Table 7.4) shows that the majority (above 90%) is in the age group of 7-8. Looking at the over aged children (i.e. in the age group of 9-10), they are more in number in Bijapur than in Dharwad. In the entire sample there is just one child aged 11 years, hailing from Dharwad.

Table 7.4: Distribution of Class II Students (Age-wise)

AGE	BIJAPUR		DHARWAD	
6 years	011	2.02	006	1 04
7 years	147	27 02	257	44 70
8 years	353	64 90	302	52 52
9 years	029	5.33	007	1 22
10 years	004	0 73	002	0.35
11 years	000	0.0	001	0.17
Total	544		575	

Table 7 5 reveals that majority of the children do not have pre school experience The percentage of children with pre school experience is the same in both Bijapur and Dharwad

Table 7.5: Distribution of class II students with Pre-school Experience (PSE)

DISTRICT	TOTAL	NO WITH PSE	PERCENT
Bijapur	544	169	31.1
Dharwad	575	181	31 5

The percentage of repeaters in class II is negligible in both the districts, though it is slightly more in Dharwad when compared to Bijapur (Table 7 6) With the introduction of non-detention policy in class II, children are detained only on grounds of inadequate attendance

Table 7.6: Distribution of class II students on the basis of class repetition

DISTRICT	TOTAL	NO OF REPETITIONS	PERCENT
Bijapur	544	09	1 7
Dharwad	575	18	3 1

7.3 Achievement in Language

The achievement of class II students in Kannada was assessed by a simple oral test consisting of 20 items Their mean performance and different levels of achievement have been analyzed

7.3.1 Mean Achievement

Table 7.7 reveals that the mean achievement in Language is a little less than 50% The mean achievement of Bijapur is marginally better than that of Dharwad (Fig 7 1)

Table 7.7: Mean achievement of class II students in language

DISTRICT	N	MEAN	SD	MEAN %
Bijapur	544	9 654	8 484	48.270
Dharwad	575	9 541	7 747	47.704

It is observed from Table 7 8 that on the whole boys' performance is better than that of the girls, the difference is negligible in the case of Bijapur, but quite marked in Dharwad (Fig 7 1) The boys of Dharwad have achieved the highest mean in language

Fig 7.1 . Mean Achievement of Class II Students in Language (Gender-wise and for Total Sample)

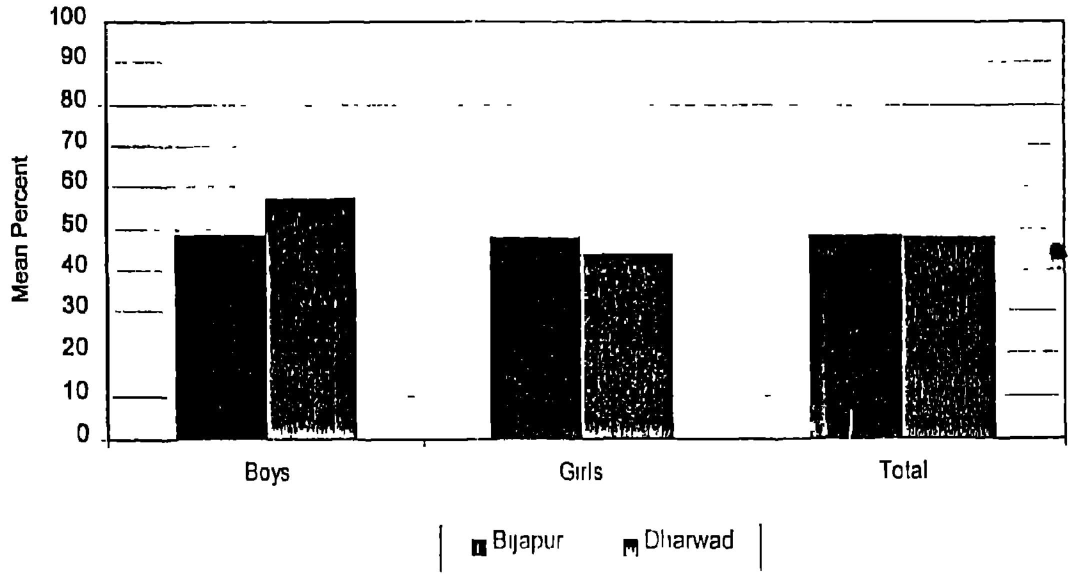


Table 7.8: Mean achievement of class II students in Language (Gender-wise)

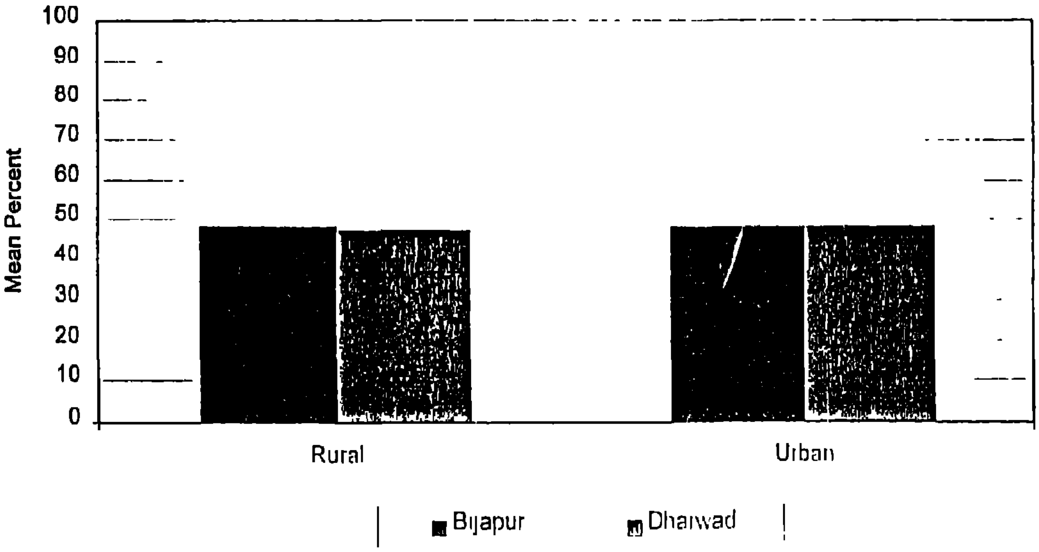
DISTRICTS	BOYS			GIRLS			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	9 71	8 58	48 55	9 60	8 40	48 00	9 65	8 48	48.27
Dharwad	10 28	7 70	57.38	8 77	7 73	43 86	9 54	7 75	47.70

In Bijapur, the performance of rural children is marginally better than that of the urban children, the condition in Dharwad is reversed, as observed from Table 7 9 and Figure 7 2

Table 7.9: Mean achievement of class II students in Language (Area-wise)

DISTRICTS	RURAL			URBAN			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	9 68	8 33	48 41	9 61	8 72	48 07	9 65	8 48	48.27
Dharwad	9 50	7 84	47 50	9 66	7 52	48 30	9 54	7 75	47.70

Fig 7 2 Mean Achievement of Class II Students in Language (Area-wise)

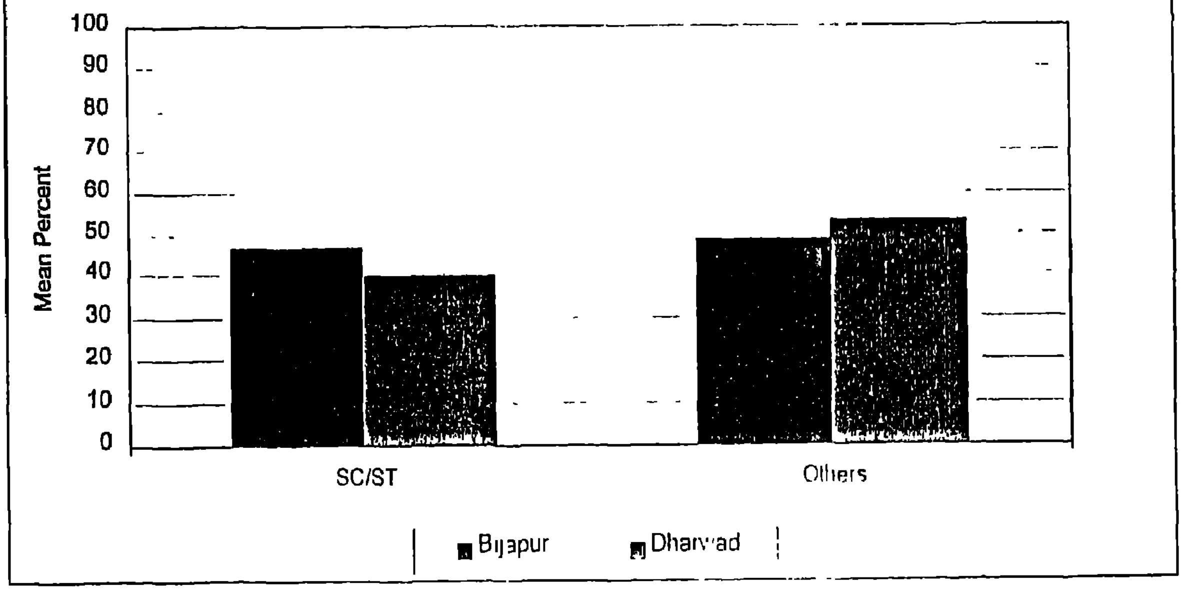


The category-wise, mean achievement of class II students in language (Table 7.10) shows that in both the districts, others' performance is better than that of the SC/ST (Fig 7.3). The difference between the two groups is rather small in Bijapur, but quite considerable in Dharwad.

Table 7.10: Mean achievement of class II students in language (Category-wise)

DISTRICTS	SC/ST			OTHERS			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	9.37	8.52	46.85	9.76	8.48	48.80	9.65	8.48	48.27
Dharwad	7.91	7.84	39.53	10.66	7.50	53.27	9.54	7.75	47.70

Fig 7.3 Mean Achievement of Class II Students in Language (Category-wise)



7.3.2. 't' test:

From the mean scores, differences are observed between the achievement levels of boys and girls, urban and rural children and SC/ST and others. To assess the significance of these differences, the relevant data were subjected to the 't' tests From the table of 't' values for achievement in Language (Table 7 11) it can be observed that gender difference is significant only in Dharwad and not in Bijapur. There is no conclusive evidence to either accept or reject the null hypothesis (H 4.1) that there is no difference between the achievement of boys and girls of Class II in literacy. The rural urban differences are not significant in either district. Hence, the null hypothesis (H 4.2) that there is no difference between the achievement of urban and rural students of class II in literacy can be accepted In other words, as far as Language learning achievement is concerned, rural urban differences do not exist The caste-wise difference shows a highly significant 't' value only in the case of Dharwad and the difference is not at all significant in Bijapur Hence in the case of the null hypothesis H 4.3 also there is no conclusive evidence either to reject or accept it

Table 7.11: "t" values for testing significance of mean differences between gender, locality and caste groups of Class II Students in achievement in Language

GROUPS	BIJAPUR	DHARWAD
Boys - Girls	0 15	2.33*
Rural-Urban	0 09	-0 23
SC/ST - Others	-0 47	-4 20**

Note * - Significant at 0 05 level ** - Significant at 0 01 level

It may be recalled here that in stage 1 of phase II of the Baseline Survey there was ample evidence from the five districts of Bangalore Rural, Bellary, Bidar, Gulbarga and Mysore to accept the null hypothesis

H 4.1. and to reject H 4.2 and H 4 3 In the present survey, there is no conclusive evidence regarding H 4.1. and **H 4 3.** So the findings of the previous survey that there are no gender differences, but caste differences do exist in language learning may be accepted In the case of **H 4.2.** the two surveys support opposing views Hence the inference of the influence of rural urban differences on language learning has to be presently suspended

7.3.3 Multiple regression analysis

It was further desired to analyze which of the predictors (gender, urban-rural and caste) are more significant as far as Language achievement of class II is concerned Hence, multiple regression analysis was resorted to. Two other predictors, namely age and pre school experience, were also analyzed From Table 7 12 it is seen that caste and gender significantly influence language achievement in Dharwad alone Locality, pre school experience and age are not significant at all

Table 7.12: Summary of the significant predictor variables with " t" = or > 1.96

DISTRICTS	LANGUAGE
Bijapur	nil
Dharwad	Gender " t " = -2 724** Caste " t " = 4 574**

Note * - Significant at 0 05 level ** - Significant at 0 01 level
Vide Annexure V for F and R Sqr value

7.3.4 Different levels of achievement

For the sake of comparative study, the class II students have been divided into four groups based on their scores in Language. These four groups are those scoring 80% and above, 50%-79%, 25%-49% and <25% Of these 1119 students, 35% have scored 80% and above, while 39% fall in the bracket of less than 25%(Table 7 13 & Fig 7 4) Of the two districts, Bijapur has a higher percentage of students than Dharwad both in the group scoring less than 25% and the group scoring above 80% (Table 7.14 & 7 14a and Fig 7 5)

Table: 7.13: Levels of achievement of Class II students of TOTAL SAMPLE in LANGUAGE (Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	215 (37 33)	221 (40 70)	287 (38 63)	149 (39 63)	171 (45 35)	265 (35 71)	436 (38 96)
25-49%	65 (11 28)	68 (12 52)	82 (11 03)	51 (13 56)	45 (11 94)	88 (11 86)	133 (11 89)
50-79%	81 (14 06)	75 (13 81)	120 (16 15)	36 (9 57)	47 (12 47)	109 (14 69)	156 (13 94)
>79%	215 (37 33)	179 (32 97)	254 (34 19)	140 (37 24)	114 (30 24)	280 (37 74)	394 (35 21)
TOTAL	576	543	743	376	377	742	1119

NOTE Figures in parenthesis indicate percentage

Fig 7 4 Percentage Distribution of Class II Students achieving different levels in Language (Total Sample)

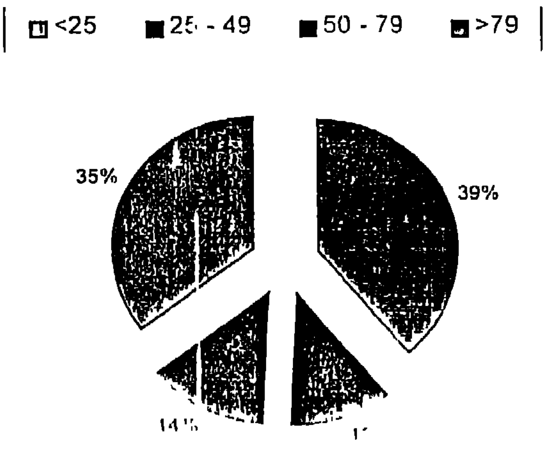


Table 7.14 . Levels of achievement of Class II students of BIJAPUR in LANGUAGE

(Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	119 (42 20)	107 (40 84)	130 (40 50)	96 (43 05)	61 (42 36)	165 (41 25)	226 (41 54)
25-49%	28 (9 93)	31 (11 83)	33 (10 28)	26 (11 66)	16 (11 11)	43 (10 75)	59 (10 85)
50-79%	26 (9 22)	27 (10 31)	40 (12 46)	13 (5 83)	16 (11 11)	37 (9 25)	53 (9 74)
>79%	109 (38 65)	97 (37 02)	118 (36 76)	88 (39 46)	51 (35 42)	155 (38 75)	206 (37 87)
TOTAL	282	262	321	223	144	400	544

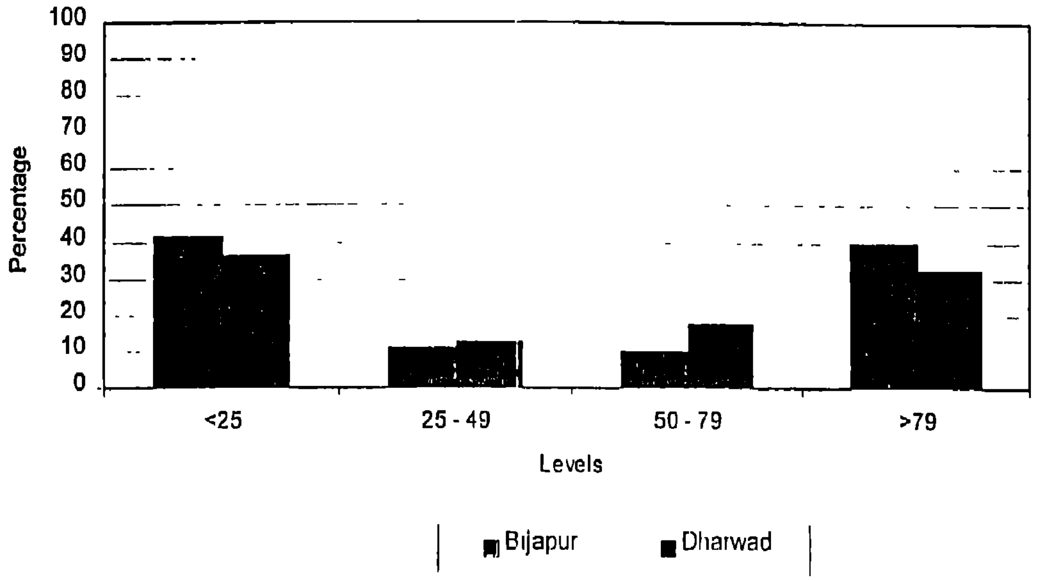
NOTE. Figures in parenthesis indicate percentage

Table 7.14a: Levels of achievement of Class II students of DHARWAD in LANGUAGE (Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	96 (32 65)	114 (40 57)	157 (37 20)	53 (34 64)	110 (47 21)	100 (29 24)	210 (36 52)
25-49%	37 (12 59)	37 (13 17)	49 (11 61)	25 (16 34)	29 (12 45)	45 (13 16)	74 (12 87)
50-79%	55 (18 71)	48 (17 08)	80 (18 96)	23 (15 03)	31 (13 30)	72 (21 05)	103 (17 91)
>79%	106 (36 05)	82 (29 18)	136 (32 23)	52 (33 99)	63 (27 04)	125 (36 55)	188 (32 70)
TOTAL	294	281	422	153	233	342	575

NOTE Figures in parenthesis indicate percentage

Fig 7.5 : Percentage Distribution of Class II Students achieving different levels in Language



On the whole, boys are slightly better off than the girls The same trend is noticed in the individual districts also

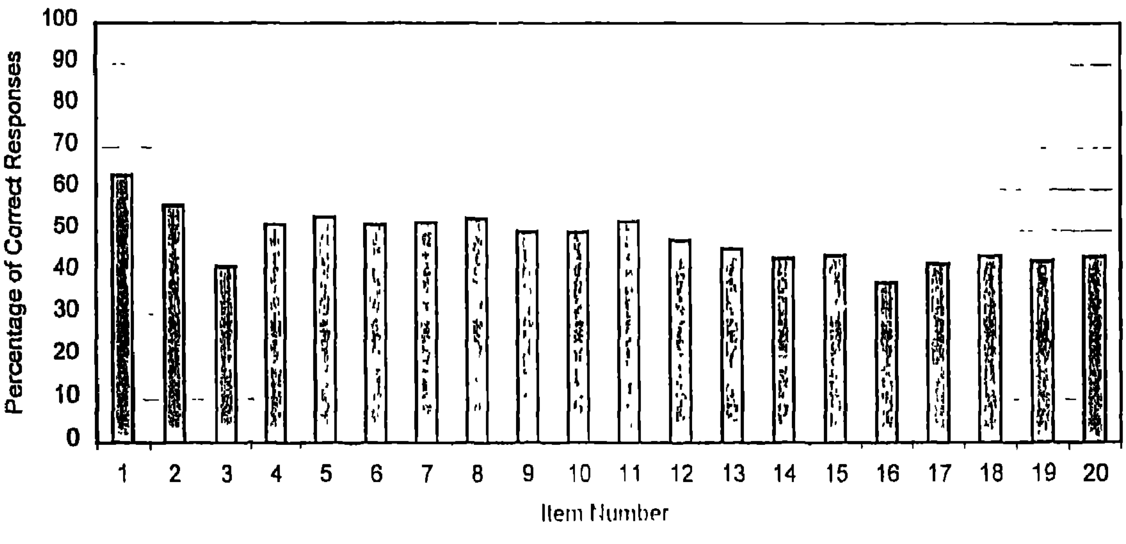
It has already been noticed that in Bijapur, rural students' mean achievement is slightly higher than that of the urban students, that in Dharwad the condition is reversed, and that the 't' test reveals no significant difference between the rural and urban students' mean achievement An analysis of levels of achievement shows that a marginally higher percentage of rural students than urban students have scored more than 50% in the individual districts as well as both the districts taken together

Considering the category-wise difference, greater percentage of 'Others' than SC/ST fall in the bracket of 80% and above, while lesser percentage of 'Others' than SC/ST come in the group of less than 25%. In other words, 'Others' seem to perform better than SC/ST This trend holds good for both the districts pooled together as well as for the individual districts Anyhow, the difference between the two categories is almost negligible in the case of Bijapur

7.3.5 Item-wise performance

Figures 7 6, 7 6a & 7 6b show the item-wise performance of class II students in Language It is observed that in the Language achievement test, item Nos 16, 3, 17 and 19 have been found difficult by the students Item 3 is letter reading (dhya) and the other three are words

Fig 7 6: Item-wise Performance of II Standard Students in Language (Total Sample)



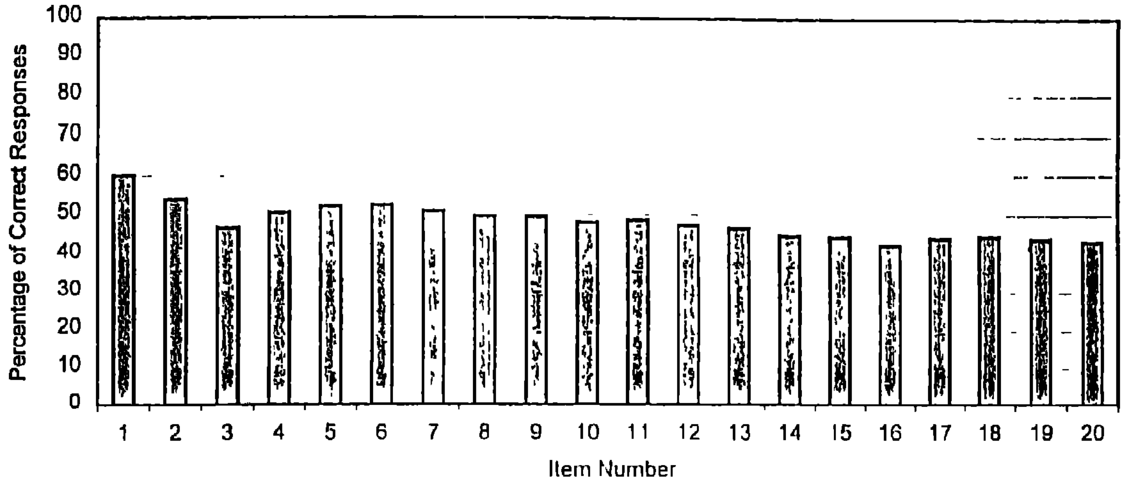


Fig 7 6a · Item-wise Performance of II Standard Students in Language (Bijapur)

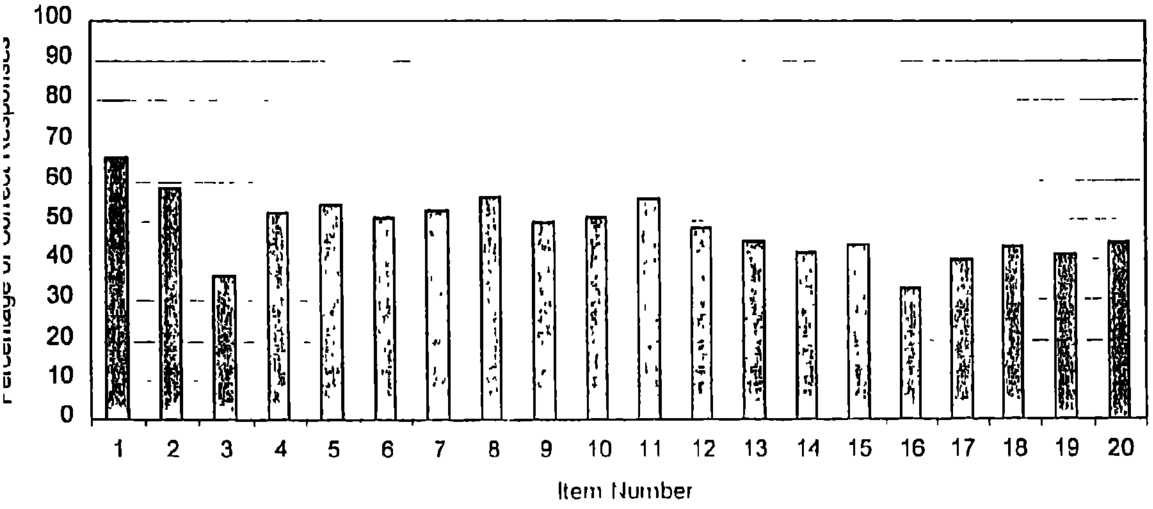


Fig 7 6b . Item-wise Performance of II Standard Students in Language (Dharwad)

7.4 Achievement in Mathematics

The numeracy test was a simple oral test, comprising of six items on number recognition, four on addition and four on subtraction.

7.4.1 Mean achievement

The mean achievement of Dharwad students is marginally better than that of Bijapur students (Table 7 15 and Fig 7 7) It may be recalled that the condition is reversed in language

Table 7.15: Mean achievement of class II students in Numeracy

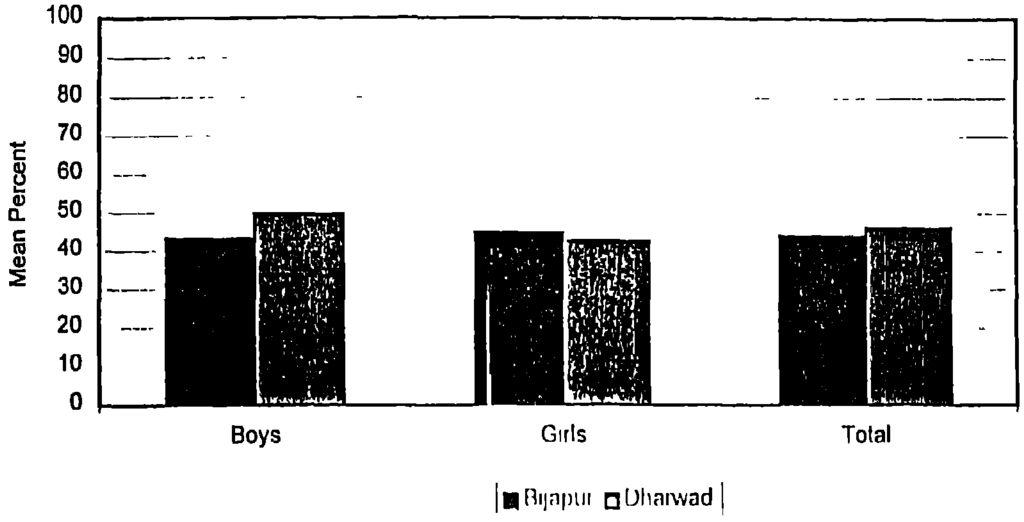
DISTRICT	N	MEAN	SD	MEAN %
Bijapur	544	6 1765	5 30	44 12
Dharwad	575	6 4817	4 86	46 30

It is observed from Table 7 16 that in Bijapur, the mean score of girls is higher than that of the boys, the reverse is true in Dharwad (Fig.7.7).

Table 7.16: Mean achievement of class II students in Numeracy (Gender-wise)

DISTRICTS	BOYS			GIRLS			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	6 07	5 19	43 36	6 29	5 43	44 93	6 18	5 30	44 14
Dharwad	6 96	4 96	49 68	5 99	4 72	42 76	6 48	4 87	46 30

Fig 7 7 Mean Achievement of Class II Students in Numeracy (Gender-wise and for Total Sample)

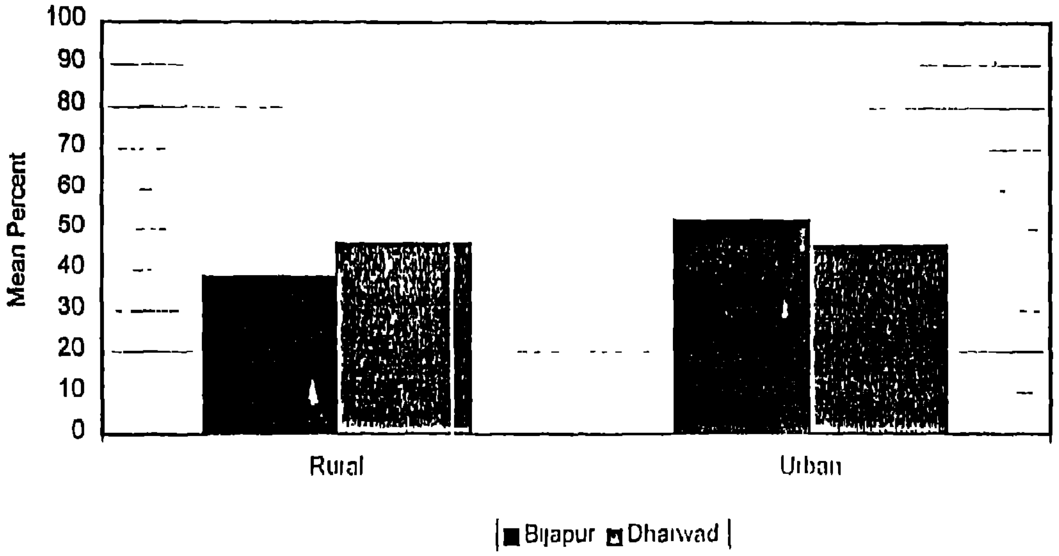


The performance of urban students is decidedly better than that of their rural counterparts in the case of Bijapur and it is marginally lower in the case of Dharwad (Table 7 17 and Fig 7 8)

Table 7.17: Mean achievement of class II students in Numeracy (Area-wise)

DISTRICTS	RURAL			URBAN			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	5 38	4 93	38 43	7 32	5 62	52 31	6 18	5 30	44.14
Dharwad	6 50	4 97	46 43	6 43	4 59	45 94	6 48	4 87	46 30

Fig 7 8 Mean Achievement of Class II Students in Numeracy
(Area-wise)

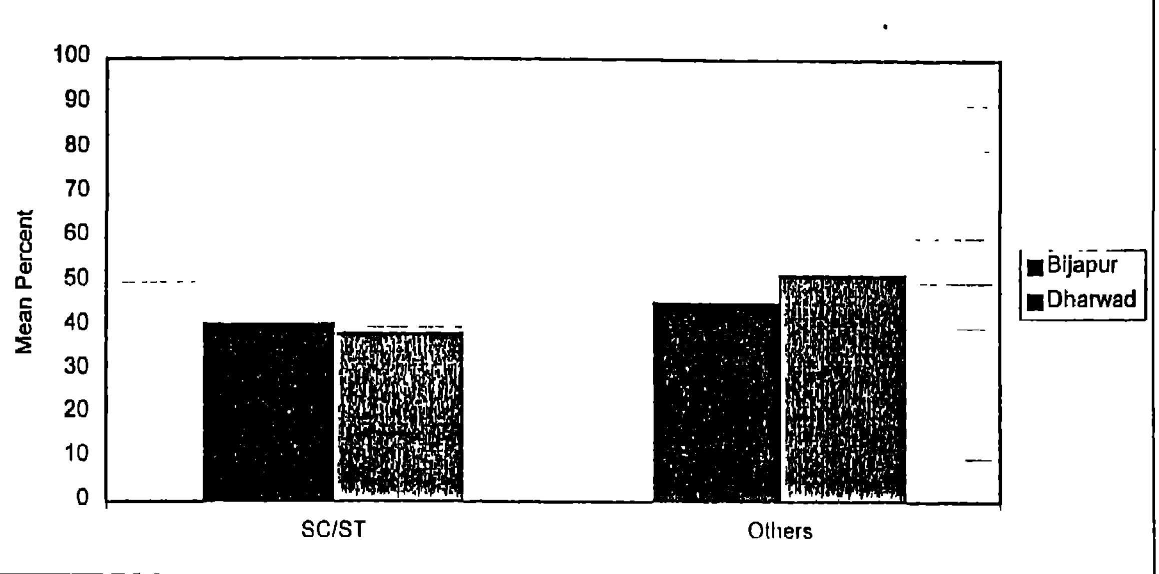


The trend of the mean achievement of 'Others' being higher than that of the SC/ST is found in both the districts (Table 7 18 and fig 7 9), but the difference is more pronounced in Dharwad

Table 7.18: Mean achievement of class II students in Numeracy
(Category-wise)

DISTRICTS	SC/ST			OTHERS			TOTAL		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	5 68	5 11	40 57	6 36	5 37	45 43	6 18	5 30	44 14
Dharwad	5 38	4 74	38 41	7 23	4 81	51 67	6 48	4 87	46 30

Fig 7 9 Mean Achievement of Class II Students in Numeracy (Category-wise)



7.4.2 't' test

In the case of achievement in Mathematics also, to find out the significance of the differences between various groups, 't' test was resorted to These 't' values are presented in Table 7 19 It is quite interesting to note that in all the three cases, the 't' value is significant in one of the districts and not so in the other Thus the present survey does not yield conclusive evidence to reject or accept the hypotheses Here we have to turn to the results obtained in stage 1 (Phase II) of the survey.

Table 7.19: "t" values for testing significance of mean differences between gender, locality and caste groups of Class II students in achievement in NUMERACY

GROUPS	BIJAPUR	DHARWAD
Boys - Girls	-0 50	2 40**
Rural-Urban	-4 17**	0 16
SC/ST - Others	-1 31	-4 58**

Note * - Significant at 0 05 level ** - Significant at 0 01 level

Gender difference is significant in Dharwad, but not in Bijapur There is no conclusive evidence to accept or reject the null hypothesis, H.4.4 that there is no difference between the achievement of boys and girls of class II in numeracy It may be recalled that stage 1 of this survey had yielded indisputable evidence in support of this hypothesis

The rural-urban differences are significant at 0 01 level in Bijapur, but not at all significant in Dharwad, thus not yielding any conclusive evidence in support of the null hypothesis H.4.5 There was very strong evidence from stage 1 to reject this hypothesis In other words, very significant differences exist between the achievement of the urban and rural students of class II in numeracy

The null hypothesis H.4.6 also was rejected based on the evidence collected from stage 1 of the survey But now, the difference between the achievement of SC/ST and 'Others' is not significant in Bijapur, but highly significant in Dharwad

7.4.3 Multiple regression analysis

Table 7 20 reveals that just as in the case of Language achievement, in Mathematics achievement also, gender and caste are significant predictors in Dharwad alone, age and PSE do not seem to influence achievement in mathematics Locality seems to be a significant predictor in Bijapur

Table 7.20: Summary of the significant predictor variables with " t " = or > 1.96

DISTRICTS	NUMERACY
Bijapur	Locality " t " = -4 035**
Dharwad	Gender " t " = 2 724* Caste " t " = -4 574**

Note * - Significant at 0 05 level ** - Significant at 0 01 level
Vide Annexure V for F and R Sqr value

7.4.4 Different levels of Achievement

In the case of achievement in Mathematics for class II also, the 1119 students have been divided into four groups depending on their scores just as in the case of Language Table 7 21 shows that 23% are in the 80% and above group, and 36% are scoring less than 25%(fig.7.10). The percentage of students scoring more than 80% is slightly more in Bijapur than in Dharwad, the percentage of students scoring less than 25% is also more in Bijapur (Table 7 21 a & b and fig 7 11)

Table 7.21: Levels of achievement of Class II students of
TOTAL SAMPLE in NUMERACY
(Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	197 (34 20)	205 (37 75)	285 (38 36)	117 (31 12)	161 (42 71)	241 (32 48)	402 (35 92)
25-49%	103 (17 88)	96 (17 68)	132 (17 77)	67 (17 82)	70 (18 56)	129 (17 39)	199 (17 78)
50-79%	135 (23 44)	125 (23 02)	173 (23 28)	87 (23 13)	83 (22 02)	177 (23 85)	260 (23 24)
>79%	141 (24 48)	117 (21 55)	153 (20 59)	105 (27 93)	63 (16 71)	195 (26 28)	258 (23 06)
TOTAL	576	543	743	376	377	742	1119

NOTE Figures in parenthesis indicate percentage

Just as in the case of language, the percentage of boys scoring more than 80% in numeracy is higher than that of girls in the total sample as well as in Dharwad, but in Bijapur, a greater percentage of girls than boys have scored more than 80%

Fig 7 10 Percentage of Distribution of Class II Students Achieving different levels in Numeracy

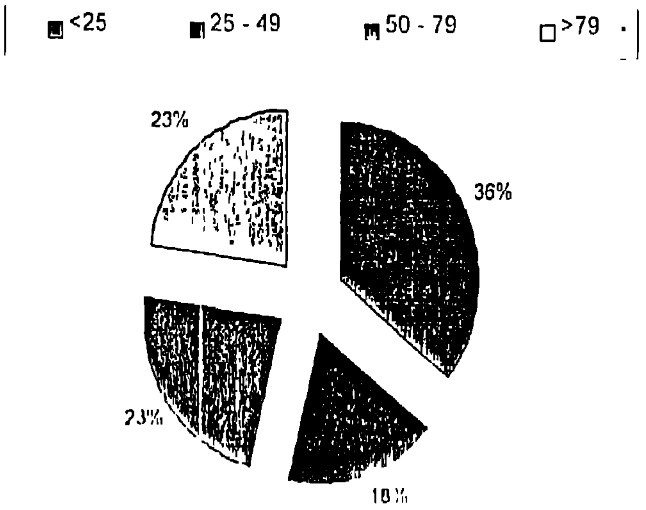
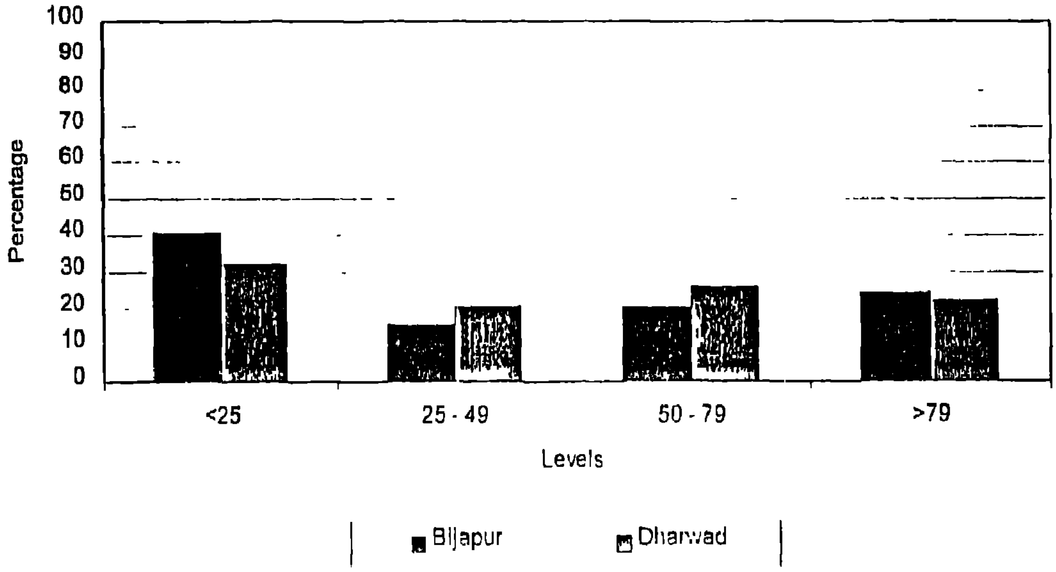


Fig 7 11 · Percentage of Distribution of Class II Students Achieving Different levels in Numeracy



In language, the performance of rural students is marginally better than that of the urban students In numeracy, in the total sample as well as in individual districts, a greater percentage of rural students than urban have scored less than 25% The percentage of urban students scoring more than 80% is higher than that of the rural students both in the total sample and in Bijapur In Dharwad alone, the percentage of students scoring more than 80% is slightly more in the rural sample than in the urban

Taking both the highest bracket (80% and above) and the lowest bracket (<25%) into consideration, we find 'Others' performing better than SC/ST This holds good for both the districts pooled together as well as for the individual districts

Table 7.21a: Levels of achievement of Class II students of BIJAPUR in NUMERACY

(Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	111 (39 36)	107 (40 84)	144 (44 86)	74 (33 18)	62 (43 06)	156 (39 00)	218 (40 07)
25-49%	45 (15 96)	38 (14 50)	57 (17 76)	26 (11 66)	24 (16 67)	59 (14 75)	83 (15 26)
50-79%	63 (22 34)	49 (18 70)	63 (19 62)	49 (21 98)	30 (20 83)	82 (20 50)	112 (20 59)
>79%	63 (22 34)	68 (25 96)	57 (17 76)	74 (33 18)	28 (19 44)	103 (25 75)	131 (24 08)
TOTAL	282	262	321	223	144	400	544

NOTE Figures in parenthesis indicate percentage

Table 7.21b: Levels of achievement of Class II students of DHARWAD in NUMERACY (Gender-wise, Locality-wise and Category-wise)

LEVELS	BOYS	GIRLS	RURAL	URBAN	SC/ST	OTHERS	TOTAL
<25%	86 (29 25)	98 (34 88)	141 (33 41)	43 (28 10)	99 (42 49)	85 (24 85)	184 (32 00)
25-49%	58 (19 73)	58 (20 64)	75 (17 77)	41 (26 80)	46 (19 74)	70 (20 47)	116 (20 17)
50-79%	72 (24 49)	76 (27 05)	110 (26 07)	38 (24 84)	53 (22 75)	95 (27 78)	148 (25 74)
>79%	78 (26 53)	49 (17 44)	96 (22 75)	31 (20 26)	35 (15 02)	92 (26 90)	127 (22 09)
TOTAL	294	281	422	153	233	342	575

NOTE Figures in parenthesis indicate percentage

7.4.5 Item-wise performance

Figures 7 12, 7 12a and 7 12b show us what percentage of students has answered each of the items in the numeracy test correctly. It can be inferred from the pictures that the items 8, 10, 12, 13 and 14 have been found very difficult Of these, 8 and 10 are problems on addition involving zero, and the other three are problems on subtraction involving numbers greater than five

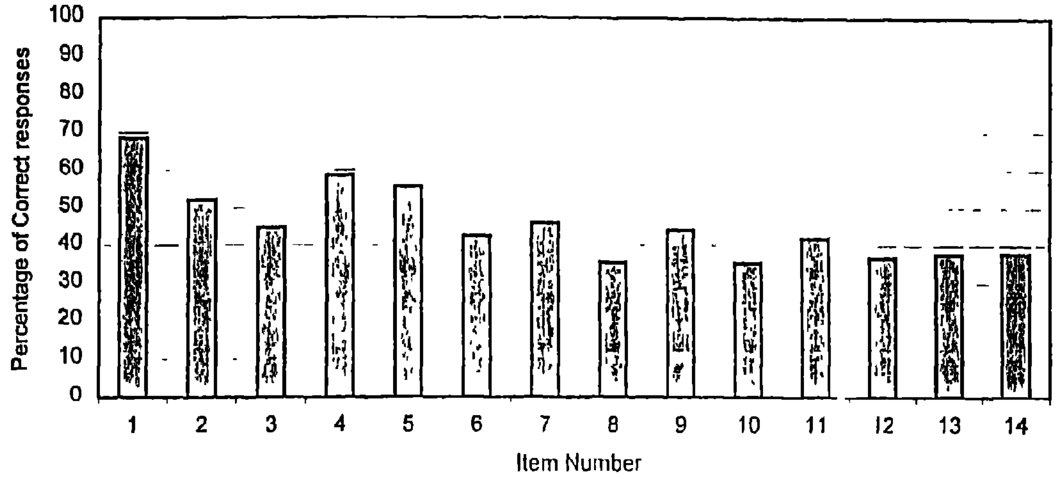


Fig 7 12 . Item-wise Performance of II Standard Students in Numeracy (Total Sample)

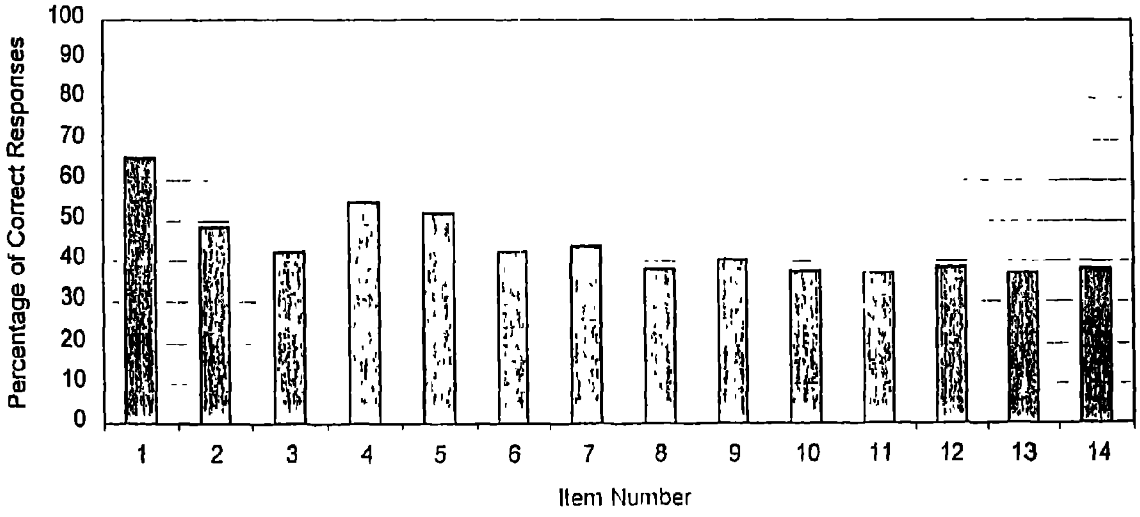
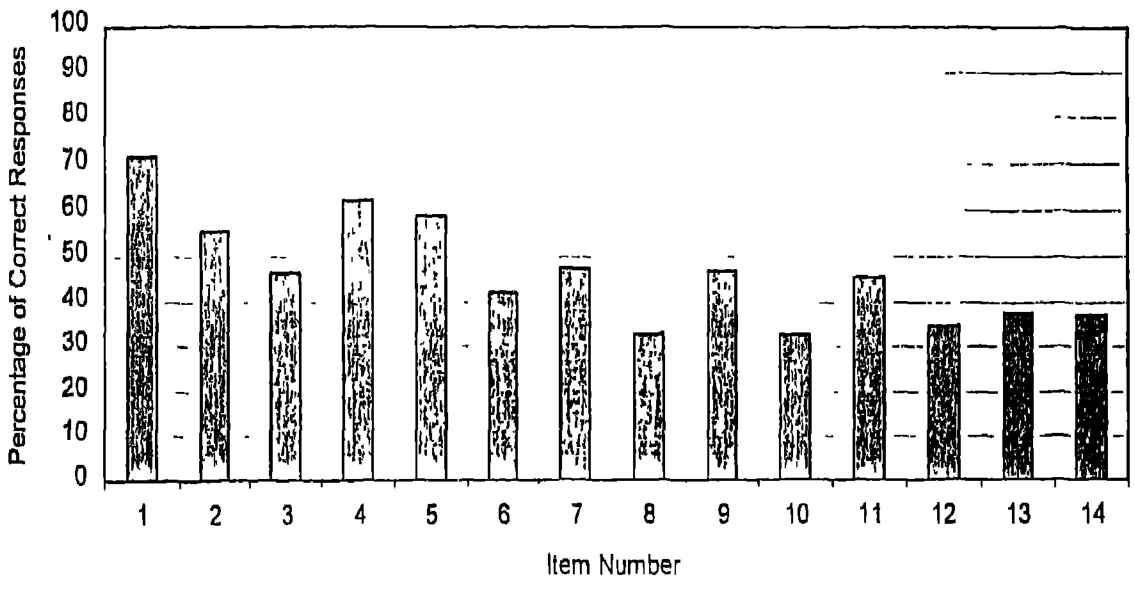


Fig 7 12a Item-wise Performance of II Standard Students in Numeracy (Bijapur)

Fig 7 12b Item-wise Performance of II Standard Students in Numeracy (Dharwad)



7.5 Correlation between Language Achievement and Mathematics Achievement

There is a general notion that a student who does well in one school subject will be doing well in the other subjects too But is it a fact? To find an answer to this, it was desired to assess the correlation between the achievement in Language and the achievement in Mathematics of the Class II students Hence, the paired scores were subjected to bivariate analysis and Karl Pearson's Co-efficient of correlation was computed. Table 7.22 shows a high positive correlation between the achievements in mathematics and Language.

opposing evidence from the other. Another inference to be drawn is that though there are differences between the achievement in Kannada and achievement in Mathematics, there is a definite positive relationship between the two These are all points meriting the attention of educators and educational administrators

Table 7.22: Bivariate Analysis (district-wise) between Achievements in Language and Mathematics

DISTRICT	VARIABLE	N	r	p	MEAN	SD	t
Bijapur	Mathematics	544	710	000	44 1176	37 89	-3 14**
	Language				48 2711	42 42	
Dharwad	Mathematics	575	.763	000	46 2981	34 76	-1.32
	Language				47 7043	38 74	

Note ** Significant at 0 01 level

It means that a child who does well in Mathematics will also do well in Language; a child who scores low in Mathematics will score low also in Language As there is a positive correlation between the two, the hypothesis H.3 1 (there is a significant correlation between the achievement in literacy and achievement in numeracy of class II students) can be accepted

If a child scores 80% in Mathematics, he may not score the same in Language This fact can be discerned from the 't' values, the 't' value is highly significant in one district and not significant in the other So there may be differences between the achievement in Mathematics and the achievement in Language Moreover, as both the 't' values are negative and Language is the second variable in the computation, it is shown that achievement in Language is better than achievement in Mathematics

7.6 Conclusion

For the statistical analysis of the class II achievement, other than mean and SD, 't' test, bivariate analysis and multiple regression analysis have been resorted to In literacy the mean achievement of Bijapur is slightly better than that of Dharwad, in numeracy the condition is reversed It becomes difficult to reject or accept any of the hypotheses formulated exclusively on the basis of the present Study, as there are two districts, for each hypothesis we get supporting evidence from one district and

CHAPTER VIII

CHAPTER VIII

CLASS IV - STUDENT CHARACTERISTICS

8.1 Introduction At present, in the education scenario of our country, the focus is on universal retention and universal achievement To assess the achievement level at the beginning of the primary stage, Class II students were administered the achievement test and the result of the same has been discussed in the previous chapter The assessment of learning achievement at the end of the primary stage obviously is more significant. Also to analyze and understand the problems of retention and dropout, it is more useful to study the Class IV students and the various factors related to them Hence, the study of Class IV has been given greater importance and two chapters have been devoted for the same. In this chapter there is an analysis of the student characteristics, whereas chapter IX deals with their achievement

8.2 Objective One of the objectives of the present Study is to analyze the family related factors contributing to the differences in learning achievement levels of students at the primary stage (O 9). For this purpose, information from Class IV students was collected through the SP schedule An analysis of this schedule throws some light on the factors, which probably may influence the achievement levels of the students

8.3 Sample characteristics 1140 students of Class IV drawn from the selected districts make up the sample Their distribution under various criteria has been analyzed here

8.3.1 Gender Boys make up 56 3% of the entire sample (Table 8.1) In the individual districts also, percentage of boys is more than that of girls

Table 8.1: Percentage distribution of Class IV students (Gender-wise)

DISTRICT	NO.OF STUDENTS				TOTAL
	Boys	%	Girls	%	
Bijapur	328	53 9	281	46 1	609
Dharwad	314	59 1	217	40 9	531
Total	642	56.3	498	43.7	1140

8.3.2 Area 65 3% of the sample is from the rural area Rural share is much greater at 80% in Dharwad, but it is only 52% in Bijapur (table 8 2)

Table 8.2: Percentage distribution of Class IV students (Area-wise)

DISTRICT	NO OF STUDENTS				TOTAL
	Rural	%	Urban	%	
Bijapur	317	52 1	292	47.9	609
Dharwad	427	80 4	104	19.6	531
DPEP II	744	65.3	396	34 7	1140

8.3.3 Category: The sample of class IV students consists of 45 7% OBC, 22 3% Others, 21 2% SC and 10 8% ST (Table 8 3). In the individual districts also, the percentage of sample decreases from OBC through Others and SC to ST The percentage of ST in the Dharwad sample is double that in Bijapur

Table 8.3: Percentage distribution of Class IV students (Category-wise)

DISTRICT	NUMBER OF STUDENTS								TOTAL
	SC		ST		OBC		Others		
	n	%	n	%	n	%	n	%	
Bijapur	126	20 7	44	7 2	296	48 6	143	23 5	609
Dharwad	116	21 8	79	14 9	225	42 4	111	20 9	531
Total	242	21 2	123	10 8	521	45 7	254	22 3	1140

8.3.4 Physical Impairment Table 8 4 shows that there are quite a few students with different types of physical impairment On the whole, impairment of limbs seems to be more common These two districts seem to be worse off than the other five districts of DPEP II Especially, Dharwad has an alarmingly high number of students with impaired limbs.

Table 8.4: Distribution of Class IV students on the basis of physical impairment

IMPAIRMENT	DISTRICTS			
	Bijapur(609)		Dharwad(531)	
	n	%	n	%
Vision	40	06 6	18	03.4
Hearing	37	06 1	17	03 2
Speech	40	06 6	08	01 5
Limbs	32	05 3	79	14 9

8.3.5 Illness Considering different kinds of illness, once again Dharwad cuts a very sorry figure (Table 8 5) Has the climatic condition of this district got to do anything with the high prevalence of asthma and diarrhoea?

Table 8.5: Distribution of Class IV students on the basis of illness

ILLNESS	DISTRICTS			
	Bijapur		Dharwad(531)	
	n	%	n	%
Fever	09	01 5	35	06.6
Asthma	06	01 0	61	11.5
Diarrhoea	06	01 0	60	11 3
Skin disease	05	00 8	00	00.0

8.4 Family related factors·

8.4.1 Head of the family· In the case of more than 90% of the pupils (Table 8 6) father happens to be the head of the family Thus, it is a patriarchal system In a very few cases (perhaps where the father is not there) mother happens to be the head of the family

Table 8.6: Relationship of the Head of the family to the pupil

RELATIONSHIP	DISTRICTS			
	Bijapur(609)		Dharwad(531)	
	n	%	n	%
Father	574	94 3	484	91 1
Mother	023	03 8	022	04 1
Brother/Sister	003	00 5	003	00 6
Other Members	009	01 5	022	04 1

8.4.2 Educational level of parents Among the parents of the Class IV students, the percentage of illiterates is marginally less in Bijapur than in Dharwad In either district, more mothers are illiterates than fathers (Table 8 7) The percentages of parents with secondary, higher secondary and collegiate education are higher in Bijapur than in Dharwad This is true in the case of both mothers and fathers

Table 8.7: Percentage distribution of Class IV students on the basis of educational level of parents

EDUCATIONAL LEVEL	DISTRICTS			
	Bijapur(609)		Dharwad(531)	
	Father	Mother	Father	Mother
Illiterate	39 6	66 5	46 7	65.7
Literate	03 7	01 3	02 7	02 7
Primary	14 5	13 6	20 2	16 2
Secondary	32 2	15 8	22 2	13.1
Hr. Secondary	03 1	00 5	02 3	00 2
College	05 5	01 0	02 2	00 6
Don't Know	01 4	01 3	03 7	01 5

8.4.3 Level of illiteracy among parents Among the parents, some can neither read nor write In Dharwad there are just one father and one mother who can read, but not write An analysis of level of illiteracy among the parents is reflected in Table 8 8 The level of illiteracy is higher among mothers than fathers The percentage of illiterates among fathers is higher in Dharwad and among mothers, it is higher in Bijapur

Table 8.8: Level of illiteracy among parents

DISTRICT	WHO CANNOT READ		WHO CANNOT WRITE	
	Father	Mother	Father	Mother
Bijapur	242(39 8)	397(65 6)	242(39 8)	397(65 6)
Dharwad	236(46 3)	325(61 2)	237(46 5)	326(61 4)

8.4.4 Academic support from family Dharwad has a higher percentage of Class IV students receiving academic support from the family than Bijapur (Table 8 9) In both the districts, more girls than boys get academic support from the family

Table 8.9: Percentage of Class IV Students Getting Academic Support from the Family

DISTRICT	BOYS	GIRLS	TOTAL
Bijapur	37 80	41 28	39 41
Dharwad	38.53	52.99	44.44

When we probe deeper to see who in the family gives the maximum assistance, we find that it is the fathers followed by siblings and then mothers in Bijapur (Table 8 10) In Dharwad the siblings overtake not only the mothers, but also the fathers in rendering academic support to the students It is but natural that with the literacy rates increasing, though slowly over the years, the younger generation is in a better position to give academic support than the older generation (many of whom are illiterates)

Table 8.10: Percentage of Class IV students according to the Assistance provided by family members

DISTRICT	GENDER	FATHER/ GUARDIAN	MOTHER	ELDER BROTHER/ SISTER	OTHERS
Bijapur	Boys	15 76	10 18	11 33	4 11
	Girls	10 51	7 55	7 72	3 61
Dharwad	Boys	8 10	4.14	13 37	5 08
	Girls	9 60	3 95	12 05	2.07

8.4.5. Medium of instruction It was desired to find out if there is any language barrier in the learning of children If the medium of instruction is different from the mother tongue it may pose a problem When this information was solicited from the students, in majority of the cases, mother tongue and medium of instruction happened to be the same (Table 8 11) In Dharwad we find a marginally higher percentage of children whose mother tongue is different from the medium of instruction

Table 8.11: Position of Mother Tongue and Medium of Instruction (in percentage)

MOTHER TONGUE SAME	DISTRICTS	
	BIJAPUR	DHARWAD
Yes	89 5	88 7
No	10 5	11 3

8.5 Reasons for not intending to study: A little over 10% of the Class IV students in each district do not intend studying further The reasons given by them for this are shown in table 8 12 Parents not wanting them to study ranks No 1 among the reasons, having to assist in household, second and having to earn a living third These findings match well with those made in the study of the dropouts Once again, the need for a change in the attitude of the parents towards education is reiterated Only in Dharwad, we find a few giving the reasons of failure and teachers not being helpful There seems to be a problem of access to school also, but to a very little extent

Table 8.12: Reasons for not intending to study (in percentage)

REASONS	DISTRICTS	
	BIJAPUR	DHARWAD
Parents do not want	43	32
Have to assist in household	25	23
Will have to earn a living	16	26
Training in household enterprise	02	11
Studies too difficult/Not interested	02	08
Cannot afford text books/ note books	03	02
Illness / Not keeping well	02	00
Will get married	02	02
Failure/ Did not learn anything	00	04
Unhelpful teachers	00	02
School distance	07	11

On the whole, the percentage of students intending to discontinue their studies is slightly higher in Dharwad than in Bijapur If the Class IV students' intention to discontinue study is any indication, the same trend in the dropout rate is sure to continue

8.6 Conclusion Parents being illiterate, level of illiteracy of parents, lack of academic support from the family and medium of instruction being different from mother tongue - all these may have a bearing on the students' achievement In the following chapter when students' learning achievement is analyzed, we may find an answer to this The group of children not intending to continue their studies is a cause for real concern If we earnestly want to bring down the dropout rate, all people concerned should wake up to this situation and act now towards bringing a change in the attitude of parents and in the intention of this specific group of students

CHAPTER IX

CHAPTER IX

CLASS IV - STUDENT ACHIEVEMENT

9.1 Objective Assessing the achievement levels of learners and establishing the base level for evaluating the impact of the educational inputs was an important aspect of the survey As such, the first two main objectives of this BAS are to study the achievement levels of Class IV students in Kannada and Mathematics (O 1) and to study the achievement levels of Class IV students in Kannada and Mathematics in terms of gender differences, rural urban differences and category-wise differences (O 2). The achievement tests used for this purpose (LAT & MAT) have already been discussed at length in Chapter II Though the sample of Class IV students drawn for this survey consisted of 1140, the actual number included for the final analysis of the achievement is slightly less, as some of them were not present for one test or the other, a few others did not complete the test and so on

9.2 Achievement in Language The Language achievement test consisted of 20 items in vocabulary (synonyms and antonyms) and 24 comprehension questions The scores of 1121 students (table 9 1) have been processed to arrive at the mean The mean score as well as the different levels of achievement have been further analyzed.

Table 9.1: Actual number of Class IV students who took Language Test (Gender-wise, category-wise and Area-wise)

DISTRICT	BOYS	GIRLS	SC	ST	OBC	OTHERS	RURAL	URBAN	TOTAL
Bijapur	318	272	125	43	281	141	317	273	590
Dharwad	314	217	116	79	225	111	427	104	531

9.2.1 Mean achievement. The mean achievement of Class IV students is around 45%(table 9 2) Dharwad has a slightly higher mean than Bijapur (fig. 9.1)

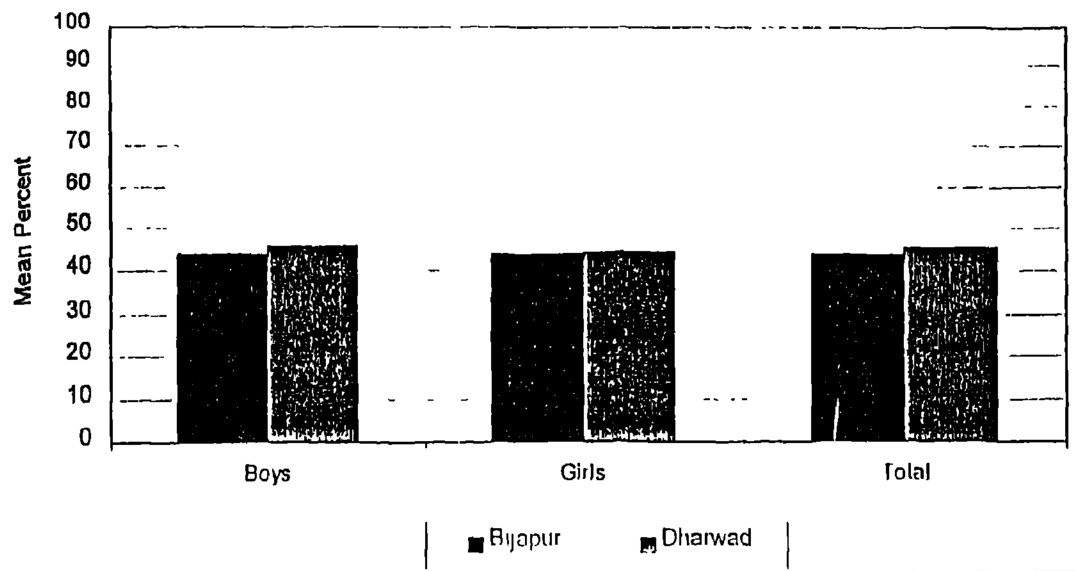


Fig 9 1 Mean Achievement of Class IV Students in Language (Gender-wise and for Total Sample)

Table 9.2: Mean achievement of class IV students in Language

DISTRICT	N	MEAN	SD	MEAN %
Bijapur	590	19 40	5 363	44 10
Dharwad	531	19 93	7 653	45.18

From table 9 3, it is observed that the mean performance of boys is marginally better than that of girls (fig 9 1)

Table 9.3: Mean achievement of class IV students in language (Gender-wise)

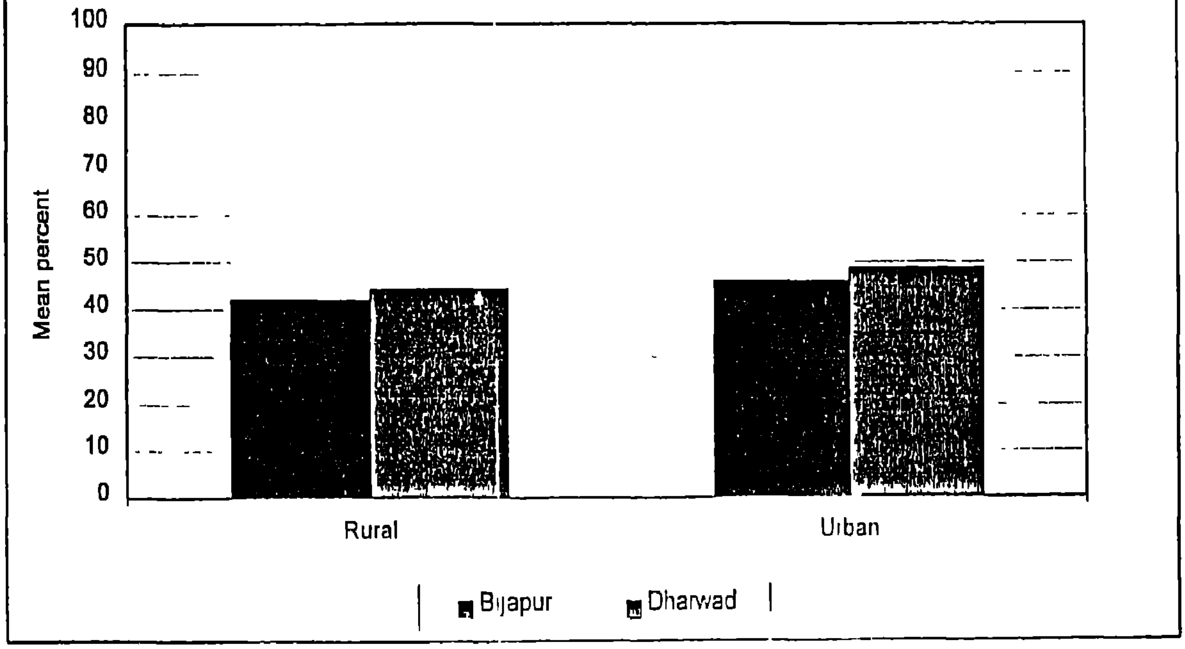
DISTRICTS	BOYS			GIRLS			TOTAL		
	Mean	SD	Mean%	Mean	SD	Mean%	Mean	SD	Mean%
Bijapur	19 4182	5 558	44 1324	19 3860	5 135	44 0592	19 40	5 363	44 10
Dharwad	20 1688	7 906	45 8382	19 5945	7 277	44 5329	19 934	7 65	45 18

Looking at the area-wise differences (fig 9 2) the mean achievement of urban students seems to be better than that of the rural students (table 9 4)

Table 9.4: Mean achievement of class IV students in language (Area-wise)

DISTRICTS	RURAL			URBAN			TOTAL		
	Mean	SD	Mean%	Mean	SD	Mean%	Mean	SD	Mean%
Bijapur	18 6498	4 914	42 3860	20 2784	5 727	46 0872	19 40	5 363	44 10
Dharwad	19 5761	7 761	44 4912	21 4038	7 039	48 6451	19 934	7 65	45 18

Fig 9 2 Mean Achievement of Class IV students in Language (Area-wise)

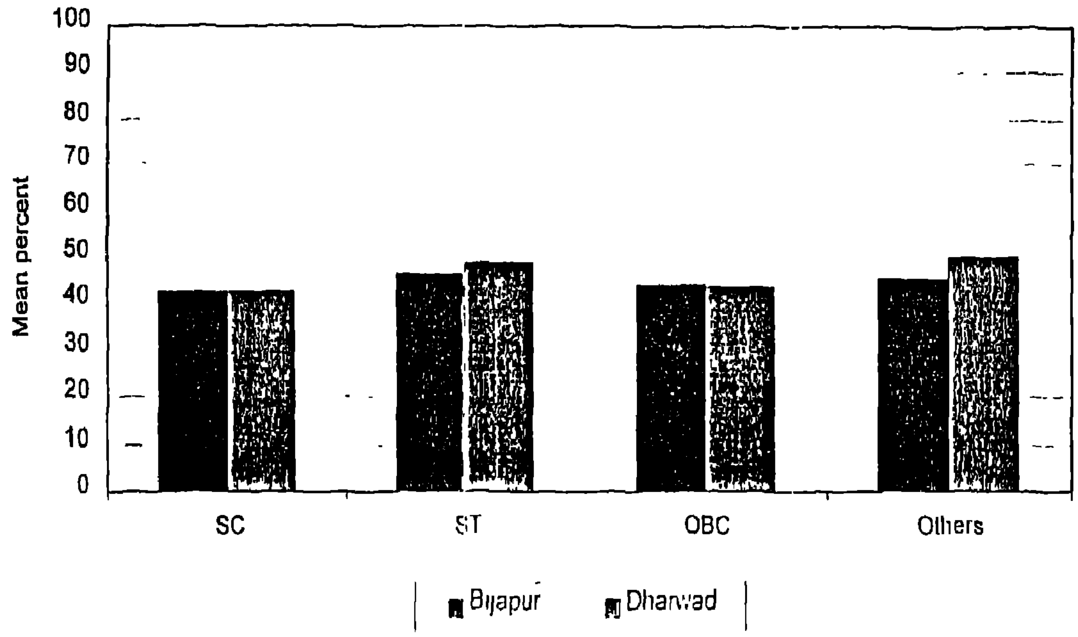


The mean percent of ST is the highest in Bijapur and it decreases through Others and OBC to SC (table 9 5) In Dharwad, the positions of Others and ST are interchanged, Others have scored the highest mean (fig 9 3)

Table 9.5 Mean achievement of Class IV students in Language (Category - wise)

District	SC			ST			OBC			OTHERS		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	18 70	4 87	42 49	20 28	5 80	46 09	19 35	5 31	43 98	19 87	5 70	45 15
Dharwad	18 62	7 16	42 32	21 47	7 94	48 79	19 08	7 40	43 36	21 95	7 96	49 88

Fig 9 3 Mean Achievement of Class IV students in Language
(Category-wise)



9.2.2. 't' test Some differences are noticed between boys and girls and rural and urban students, and among the different categories To see how far these differences are significant, the mean scores were subjected to the 't' test As far as the gender differences are concerned, it is not significant in either district (table 9 6) Hence the null hypothesis that there is no difference between the achievement of boys and girls of Class IV in Kannada (H 2.1) may be accepted

Table 9.6: The "t" values for testing significance of mean differences between gender, location and caste groups of Class IV students in achievement in Language

GROUPS	BIJAPUR	DHARWAD
Boys - Girls	0 07	0 85
Rural - Urban	-2 33*	-2 19*
SC - ST	-1 60	-2 61**
SC - OBC	-1 22	-0 55
SC - Others	-1 80	-3 31**
ST - OBC	0 99	2 42*
ST - Others	0 41	-0 41
OBC- Others	-0 89	-3 26**

Note * - Significant at 0 05 level ** - Significant at 0 01 level

Considering the area-wise difference, the 't' values are significant for both the districts This leads to the rejection of the null hypothesis H.2.2 In other words, as far as language achievement is concerned, rural-urban differences do exist

The 't' test results give us a mixed picture in the case of category-wise differences In Bijapur, none of the 't' values for caste differences is significant; in Dharwad four out of the six values are significant. Taking both the districts together, more 't' values are not significant, just as in the case of the other five DPEP II districts. Hence, we may accept the null hypothesis (H 2.3) that there is no difference among the achievement of the students of Class IV belonging to different categories in Kannada Anyhow, more conclusive evidences/analyses are necessary

9.2.3 Multiple Regression Analysis In order to determine which of the predictor variables are significant for the criterion variable, language achievement, multiple regression analysis has been carried out. From this analysis (table 9 7), it can be inferred that caste seems to be a significant predictor only in Dharwad and locality is significant in both the districts

Table 9.7: Summary of the significant predictor variables with " t " = or > 1.96

DISTRICTS	LANGUAGE
Bijapur	Locality " t " = -3 345**
Dharwad	Locality " t " = - 2 14* Caste " t " = 2 03*

Note ** - Significant at 0 01 level * - Significant at 0 05 level
Vide Annexure V for F and R Sqr value

9.2.4 Different levels of achievement Other than determining the mean achievement, the students have been divided into 4 groups based on their level of performance in the language test, as shown in table 9 8 Taking both the districts together, we find that 63 43% have scored in the range of 25%-49% (Fig 9 4) In the individual districts also, majority of the students fall in this bracket (tables 9.9 & 9 10) The percentage of students scoring above 50% is greater in Dharwad than in Bijapur (Fig 9 5)

Both the districts pooled together, a marginally higher percentage of boys than girls have scored above 50%, it is the case with Dharwad also. In Bijapur alone almost equal percentages of boys and girls have scored above 50%

A greater percentage of urban students have scored more than 50%, when compared to rural students, this is true for individual districts as well as for both the districts pooled together A marginally higher percentage of rural students than urban have scored above 80% both in Dharwad and in the total sample

Fig 9 4 Percentage of Distribution of Class IV Students achieving different levels in Language (Total sample)

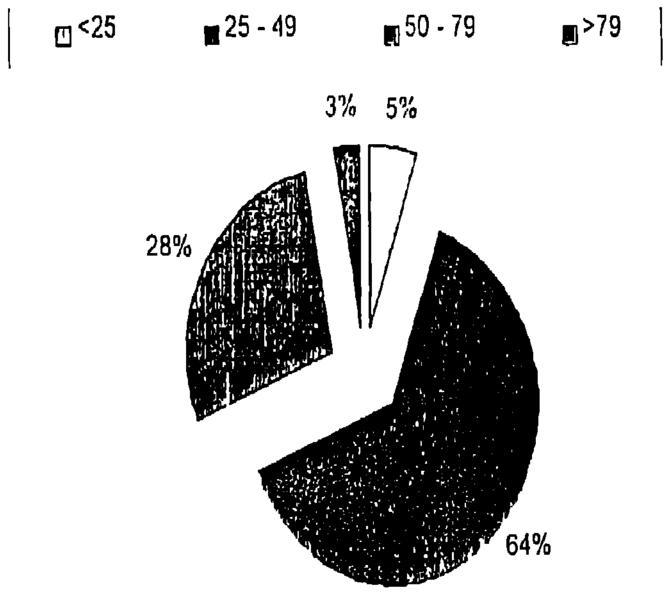


Table 9.8 Levels of achievement of Class IV students in Language (gender-wise, area-wise and category-wise)

LEVEL	LANGUAGE								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	34 (5 38)	26 (5 32)	53 (7 12)	7 (1 86)	15 (6 22)	7 (5 74)	28 (5 53)	10 (3 97)	60 (5 35)
25-49	393 (62 18)	318 (65 03)	486 (65 32)	225 (59 68)	168 (69 71)	61 (50 00)	331 (65 41)	151 (59 92)	711 (63.43)
50-79	183 (28 96)	132 (26 99)	179 (24 06)	136 (36 07)	53 (21 99)	47 (38 52)	137 (27 08)	78 (30 95)	315 (28 10)
>79	22 (3 48)	13 (2 66)	26 (3 50)	9 (2 39)	5 (2 08)	7 (5 74)	10 (1 98)	13 (5 16)	35 (3 12)
Total	632	489	744	377	241	122	506	252	1121

Note The figures in parenthesis indicate percentage

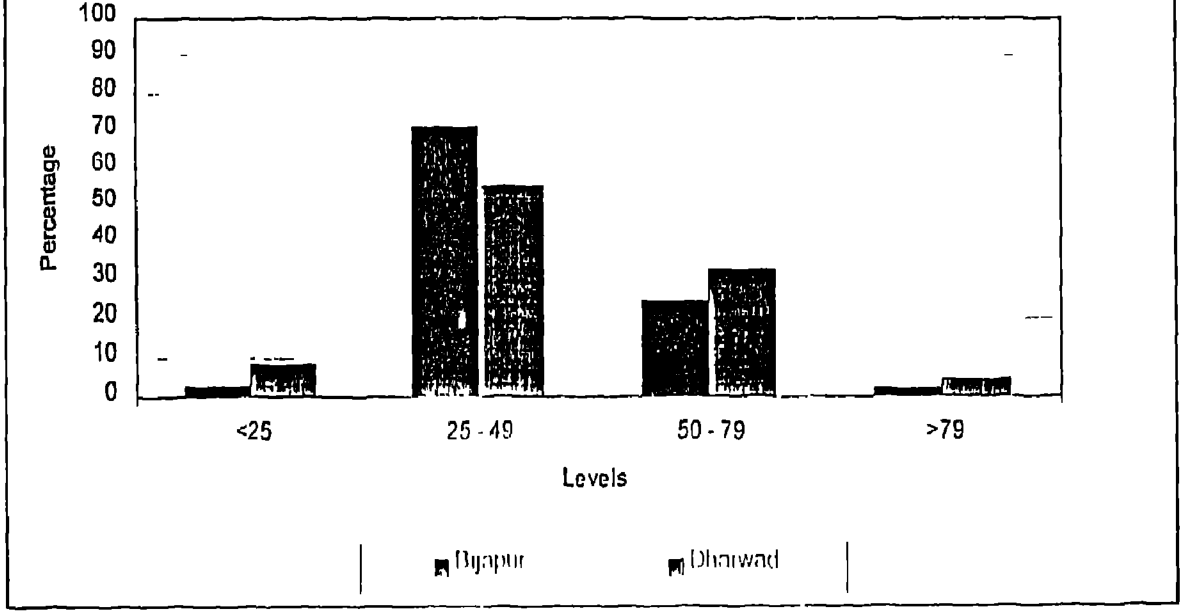


Fig 9.5 : Percentage distribution of Class IV Students Achieving different levels in Language

Table 9.9: Levels of achievement of Class IV students in Language (gender-wise, area-wise and category-wise) BIJAPUR

LEVEL	LANGUAGE								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	7 (2 20)	10 (3 68)	13 (4 10)	4 (1 47)	6 (4 80)	2 (4 65)	7 (2 49)	2 (1.42)	17 (2 88)
25-49	227 (71 38)	191 (70 22)	245 (77 29)	173 (63 37)	91 (72 80)	23 (53 49)	200 (71 17)	104 (73 75)	418 (70 85)
50-79	77 (24 22)	66 (24 26)	54 (17 03)	89 (32 60)	27 (21 60)	16 (37 21)	69 (24 56)	31 (21 99)	143 (24 24)
>79	7 (2 20)	5 (1 84)	5 (1 58)	7 (2 56)	1 (0 80)	2 (4 65)	5 (1 78)	4 (2 84)	12 (2 03)
Total	318	272	317	273	125	43	281	141	590

Note The figures in parenthesis indicate percentage

Table 9.10: Levels of achievement of Class IV students in Language (gender-wise, area-wise and category-wise) DHARWAD

LEVEL	LANGUAGE								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	27 (8 60)	16 (7 37)	40 (9 37)	3 (2 88)	9 (7 76)	5 (6 33)	21 (9 33)	8 (7 21)	43 (8 10)
25-49	166 (52 87)	127 (58 52)	241 (56 41)	52 (50 00)	77 (66 38)	38 (48 10)	131 (58 22)	47 (42 34)	293 (55 18)
50-79	106 (33 76)	66 (30 41)	125 (29 97)	47 (45 20)	26 (22 41)	31 (39 24)	68 (30 23)	47 (42 34)	172 (32 39)
>79	15 (4 77)	8 (3 70)	21 (4 92)	2 (1 92)	4 (3 45)	5 (6 33)	5 (2 22)	9 (8 11)	23 (4 33)
Total	314	217	427	104	116	79	225	111	531

Note. The figures in parenthesis indicate percentage

Taking the total sample, the ST group has the highest percentage of students falling in the brackets of 50% - 79% and of more than 79%, this is the case with Bijapur taken individually also. But in Dharwad, this position goes to the group of Others Anyway considering the total sample or the individual districts, the SC group has the highest percentage of students scoring less than 50%

9.2.5. Item-wise performance: Item-wise performance was analyzed to find out the five items, which the students have found most difficult These five items are 43, 41, 30, 44 and 32 (Fig 9 6, 9 6a & 9 6b) All these are comprehension questions based on given passages It may be recalled that out of the 2793 students of the other five districts of DPEP II, not even a single student had answered the items 43 and 44 correctly

Fig 9.6a Item-wise performance of Class IV students in Language (Bijapur)

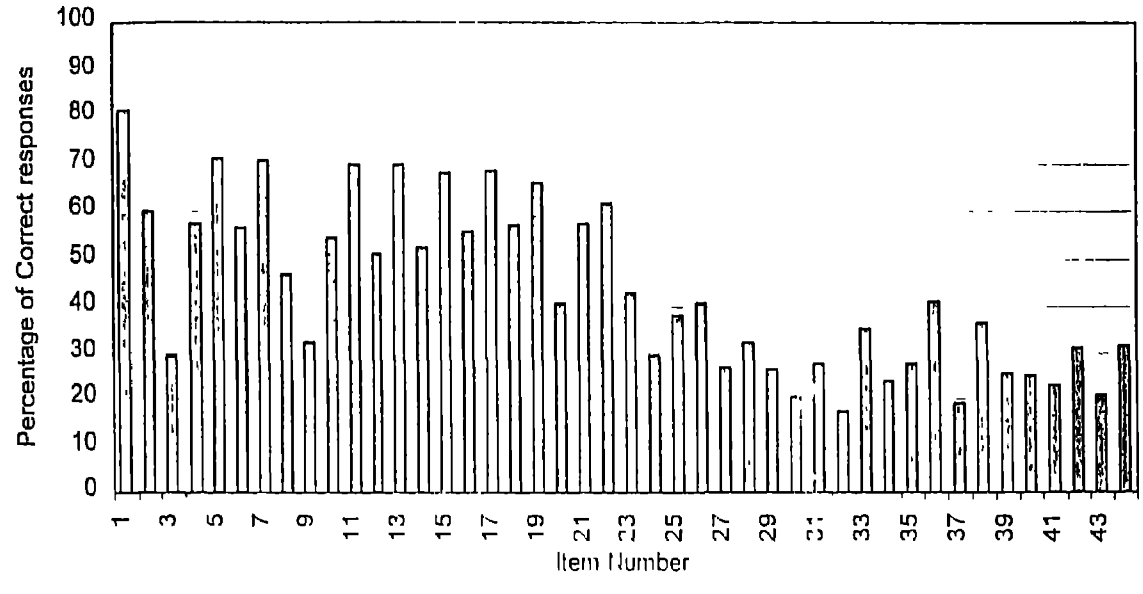


Fig 9 6 Item-wise Performance of Class IV Students in Language
(Total Sample)

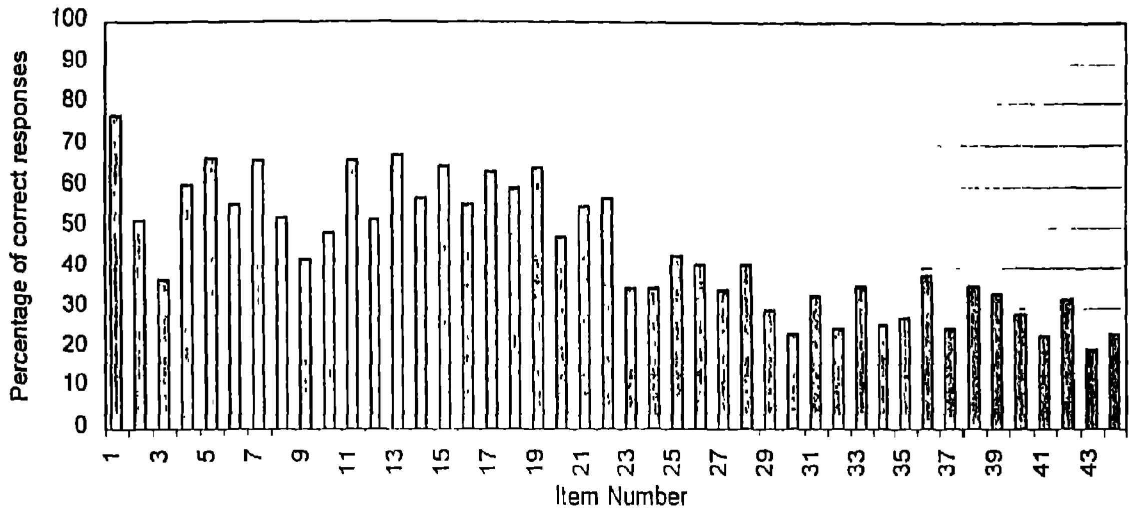
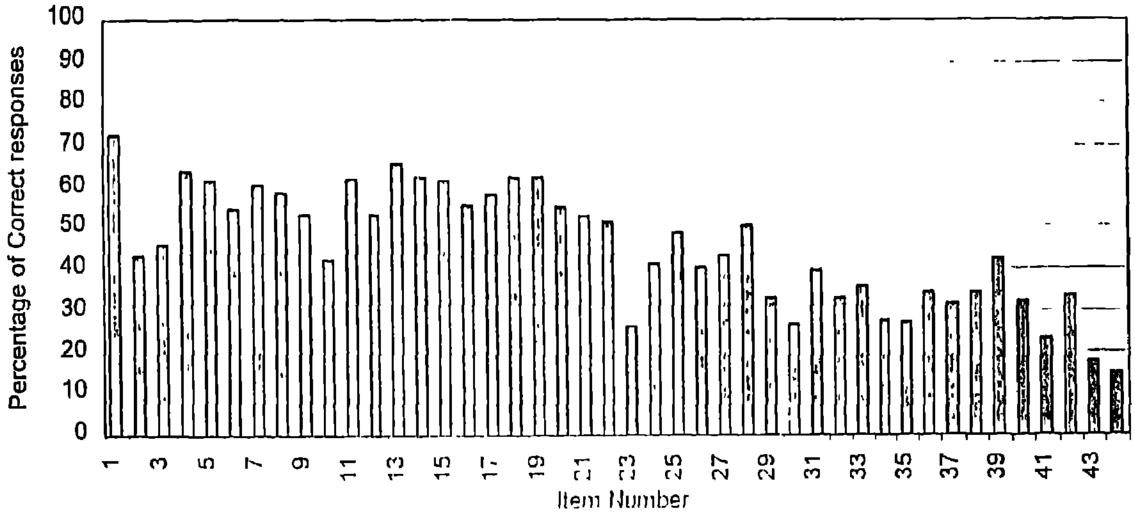


Fig 9 6b Item-wise performance of IV Standard Students in Language
(Dharwad)



9.3 Achievement in Mathematics. This test consisted of 40 items. The performance of 1121 students has been processed to arrive at the mean score The mean achievement and levels of achievement have been further analyzed in terms of gender, area and category variables.

9.3.1 Mean achievement The mean achievement of Class IV students in Mathematics is 35 89 in Bijapur and 43 53 in Dharwad (fig.9.7 and table 9.11).

Table 9.11: Mean achievement of class IV students in Mathematics

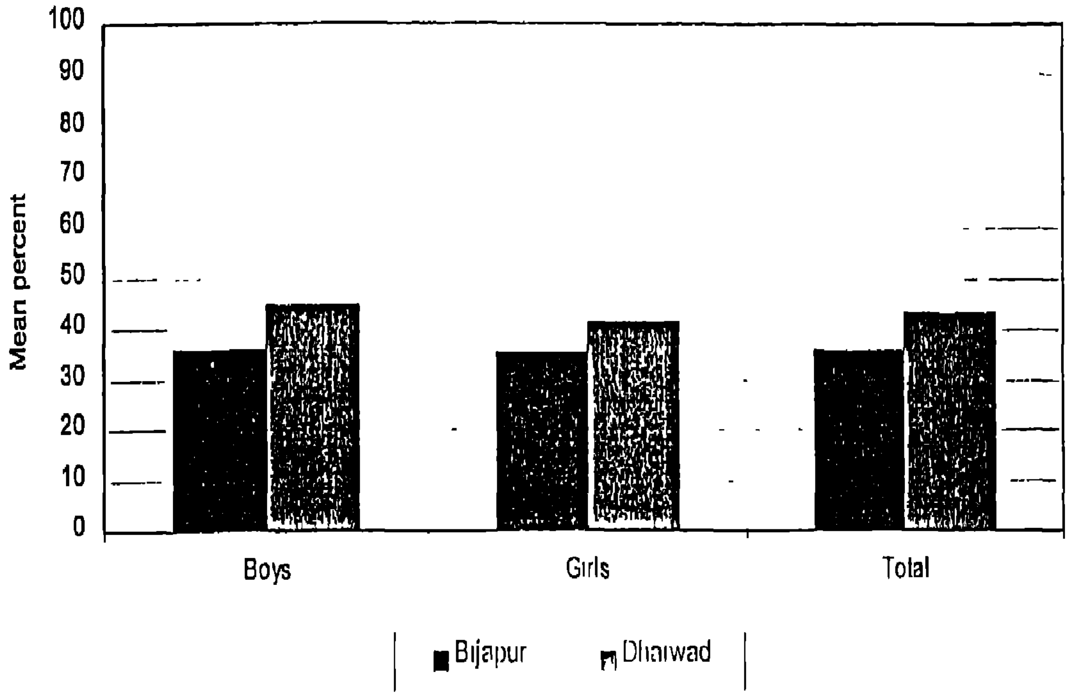
DISTRICT	N	MEAN	SD	MEAN %
Bijapur	590	14 36	6 409	35 89
Dharwad	531	17 45	8 44	43 53

In Dharwad, the mean achievement of boys is better than that of girls, in Bijapur the mean achievement of both boys and girls is almost the same (Table 9 12 and fig 9 7)

Table 9.12: Mean achievement of class IV students in Mathematics (gender-wise)

DISTRICTS	BOYS			GIRLS			TOTAL		
	Mean	SD	Mean%	Mean	SD	Mean%	Mean	SD	Mean%
Bijapur	14 47	6 50	36 18	14 23	6 31	35 58	14 36	6 41	35 89
Dharwad	17 9968	8 835	44 9920	16 6544	7 784	41 6359	17 448	8 44	43 531

Fig 9 7 ' Mean Achievement of Class IV students in Mathematics
(Gender-wise and for Total Sample)

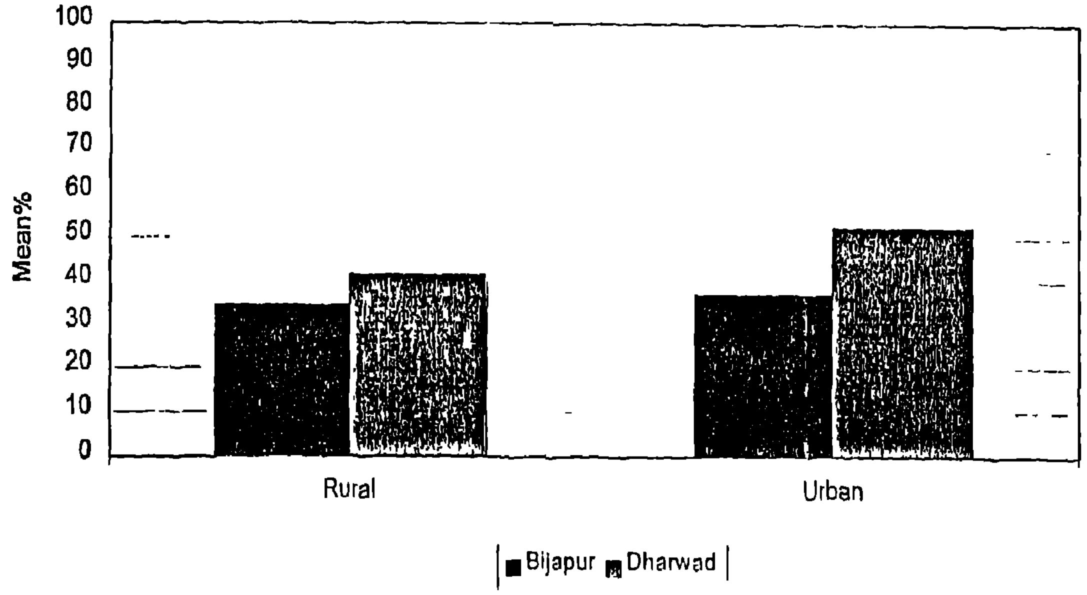


Area-wise mean achievement figures (table 9 13) show that in both the districts, the performance of urban students is better than that of the rural students (fig 9.8) The rural urban difference is quite pronounced in Dharwad

Table 9.13: Mean achievement of class IV students in Mathematics (Area-wise)

DISTRICTS	RURAL			URBAN			TOTAL		
	Mean	SD	Mean%	Mean	SD	Mean%	Mean	SD	Mean%
Bijapur	13 9414	6 415	34 8535	14 7161	6 392	36 7902	14 36	6 41	35 89
Dharwad	16 6089	7 774	41 5222	20 8942	10 083	52 2356	17 448	8 44	43 531

Fig 9 8 Mean Achievement of Class IV Students in Mathematics (Area-wise)

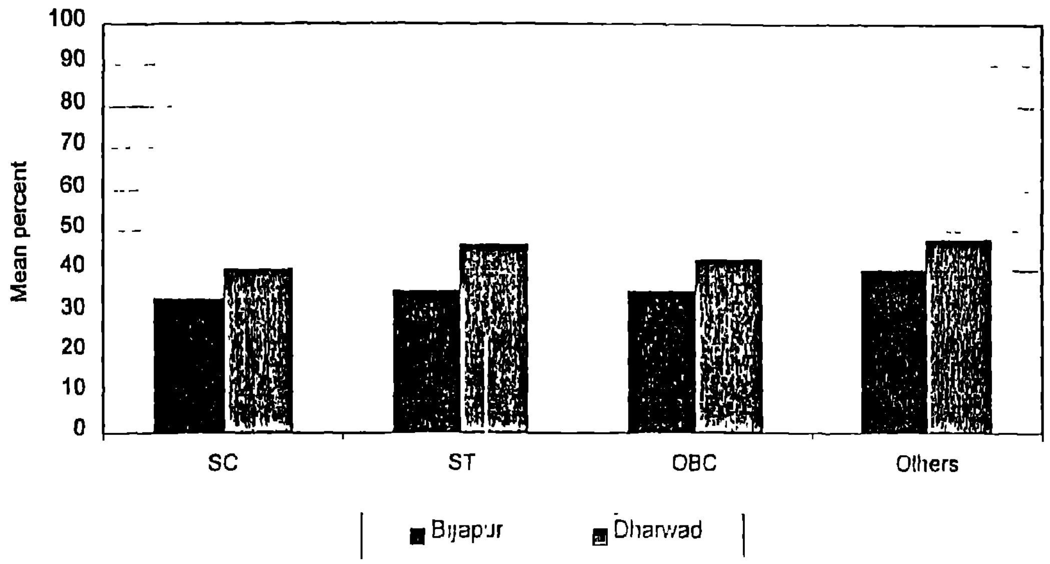


When it comes to category-wise analysis, in both the districts, The mean achievement of the 'Others' is the highest and that of the SC is the lowest (table 9.14) The positions of the ST and OBC are interchanged in the two districts (fig 9 9)

Table 9.14: Mean achievement of Class IV students in Mathematics (Category-wise)

District	SC			ST			OBC			OTHERS		
	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %
Bijapur	13 25	5 66	33 12	13 93	7 04	34 83	14 05	5 96	35 12	16 09	7 36	40 23
Dharwad	16 12	8 07	40 30	18 46	8 47	46 14	16 97	8 33	12 42	19 09	8 79	47 73

Fig 9 9 Mean Achievement of Class IV students in Mathematics
(Category-wise)



9.3.2 't' test Just as in the case of Language, the differences between the mean scores in Mathematics were also subjected to the test, to assess their significance (table 9 15) It is noticed that the 't' values for gender differences are not at all significant This was true for language too. Hence the null hypothesis (H.2 4) that there is no difference between the achievement of the boys and girls of Class IV in Mathematics may be accepted

Table 9.15: The "t" values for testing significance of mean differences between gender, location and caste groups of Class IV students in achievement in MATHEMATICS

GROUPS	BIJAPUR	DHARWAD
Boys - Girls	0 46	1 81
Rural - Urban	-4 05**	-4 74**
SC - ST	-0 57	-1 94
SC - OBC	-1 29	-0.90
SC - Others	-3 56**	-2 56**
ST - OBC	-0 10	1 36
ST - Others	-1 74	-0 50
OBC- Others	-2 86**	-2 16*

Note * - Significant at 0 05 level ** - Significant at 0 01 level

The 't' value for area differences are highly significant for both the districts. This leads to the rejection of null hypothesis H 2.5 Hence, there is difference between the achievement of urban and rural students of class IV in Mathematics In the case of Kannada also, area-wise differences were found to exist

In the case of category-wise differences, only four out of the twelve 't' values are significant. As more 't' values are found to be not significant (just as in the case of Kannada), the null hypothesis (H 2.6) that there is no difference among the achievement of the students of class IV belonging to different categories in Mathematics may be accepted. Further analysis and more conclusive evidences are needed.

9.3.3 Multiple Regression Analysis This analysis was resorted to in order to assess the significance of the different predictor variables for the criterion variable, achievement in Mathematics Table 9 16 reveals that caste is a significant predictor in Bijapur, whereas locality and gender seem to be significant in Dharwad

Table 9.16: Summary of the significant predictor variables with " t " = or > 1.96

DISTRICTS	MATHEMATICS
Bijapur	Caste " t" = 3 404**
Dharwad	Locality " t " = - 4 84** Gender " t " = -2 26*

Note * - Significant at 0 05 level ** - Significant at 0 01 level
Vide Annexure V for F and R Sqr value

9.3.4 Different levels of achievement Based on the levels of achievement, students have been divided into four groups, as was done in the case of Language In the total sample, about 7% of the students have scored above 80%, whereas majority of them falls in the bracket of 25% - 49% (table 9 17 and fig 9 10) The mean as well as the different levels show that the performance in Mathematics is poorer compared to that in Language Considering the individual districts (tables 9 18-9 19), Dharwad has higher percentages of students in the two higher brackets than Bijapur (Fig 9 11)

Fig 9 10 Percentage Distribution of Class IV Students Achieving different levels in Mathematics (Total Sample)

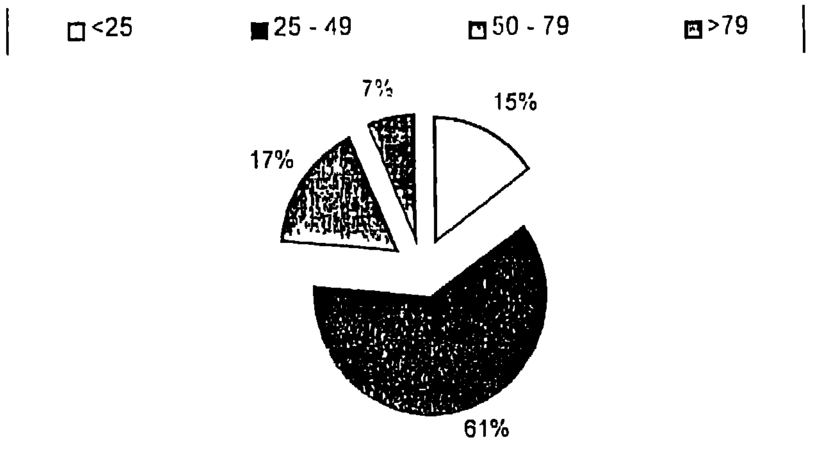


Table 9.17 Levels of achievement of Class IV students in Mathematics (gender-wise, area-wise and category-wise)

LEVEL	MATHEMATICS								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	93 (14 72)	75 (15 34)	118 (15 86)	50 (13 26)	45 (18 67)	18 (14 75)	76 (15 02)	29 (11 51)	168 (14 99)
25-49	372 (58 86)	317 (64 82)	425 (57 12)	264 (70 03)	148 (61 41)	71 (58 20)	327 (64 62)	143 (56 75)	689 (61 46)
50-79	118 (18 67)	71 (14 52)	167 (22 4')	22 (5 84)	39 (16 18)	21 (17 21)	73 (14 43)	56 (22 22)	189 (16 86)
>79	49 (7 75)	26 (5 32)	34 (4 57)	41 (10 87)	9 (3 74)	12 (9 84)	30 (5 93)	24 (9 52)	75 (6 69)
	632	489	744	377	241	122	506	252	1121

Note The figures in parenthesis Indicate percentage

Fig 9 11 Percentage Distribution of Class IV Students achieving different levels in Mathematics

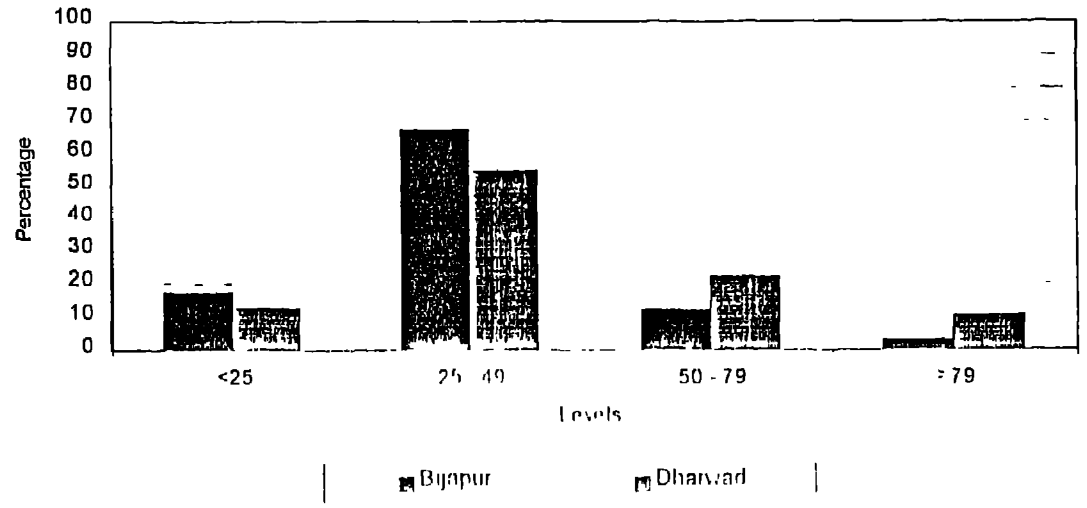


Table 9.18: Levels of achievement of Class IV students in Mathematics (gender-wise, area-wise and category-wise) BIJAPUR

LEVEL	MATHEMATICS								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	55 (17 30)	46 (16 91)	56 (17 67)	45 (16 49)	29 (23 20)	8 (18 60)	47 (16 73)	17 (12 06)	101 (17 12)
25-49	211 (66 35)	187 (68 76)	196 (61 83)	202 (73 99)	79 (63 20)	31 (72 10)	193 (68 68)	95 (67 38)	398 (67 46)
50-79	40 (12 58)	32 (11 76)	59 (18 61)	13 (4 76)	16 (12 80)	2 (4 65)	34 (12 10)	20 (14 18)	72 (12 20)
>79	12 (3 77)	7 (2 57)	6 (1 89)	13 (4 76)	1 (0 80)	2 (4 65)	7 (2 49)	9 (6 38)	19 (3 22)
	318	272	317	273	125	43	281	141	590

Note The figures in parenthesis indicate percentage

Table 9.19: Levels of achievement of Class IV students in Mathematics (gender-wise and category-wise) DHARWAD

LEVEL	MATHEMATICS								TOTAL
	Boys	Girls	Rural	Urban	SC	ST	OBC	Others	
<25	38 (12 11)	29 (13 36)	62 (14 52)	5 (4 81)	16 (13 79)	10 (12 66)	29 (12 89)	12 (10 81)	67 (12 62)
25-49	161 (51 27)	130 (59 91)	229 (53 63)	62 (59 62)	69 (59 48)	40 (50 63)	134 (59 56)	48 (43 24)	291 (54 80)
50-79	78 (24 84)	39 (17 97)	108 (25 29)	9 (8 65)	23 (19 83)	19 (24 05)	39 (17 33)	36 (32 44)	117 (22 03)
>79	37 (11 78)	19 (8 76)	28 (6 56)	28 (26 92)	8 (6 90)	10 (12 66)	23 (10 22)	15 (13 51)	56 (10 55)
	314	217	427	104	116	79	225	111	531

Note The figures in parenthesis indicate percentage

The percentage of boys in the higher brackets is slightly more than girls in the total sample as well as in the individual districts

In the total sample and in the individual districts, the percentage of urban students scoring above 79% is more than double that of rural students There is an impressive 27% falling in this bracket in the Dharwad urban sample

Among the different categories, the percentage of students scoring less than 25% is the highest for SC and lowest for 'Others'. SC has the highest percentage of students scoring less than 25% also in the other five districts of DPEP-II The percentage of students scoring above 79% is the highest for 'Others' and lowest for SC

9.3.5 Item-wise performance The five most difficult items were arrived at from an analysis of the item-wise performance Fig 9 12 shows that on the whole items 36, 21, 30, 38 and 23 have been found most difficult In Bijapur (Fig 9 12a & 12b) alone, items 40 and 37 have been found to be the most difficult ones It may be recalled that not a single student out of the sample of 2762 of the other five districts of DPEP II had answered the items 38 and 40, one student each had answered items 36 and 37 Items 38 and 40 are from geometry Item 36 is based on division, 21 on fractions, 23 on relative positions of numbers, 30 on multiplication by zero and 37 on even numbers

Fig 9 12 · Item-wise performance of IV Standard Students in Mathematics (Total Sample)

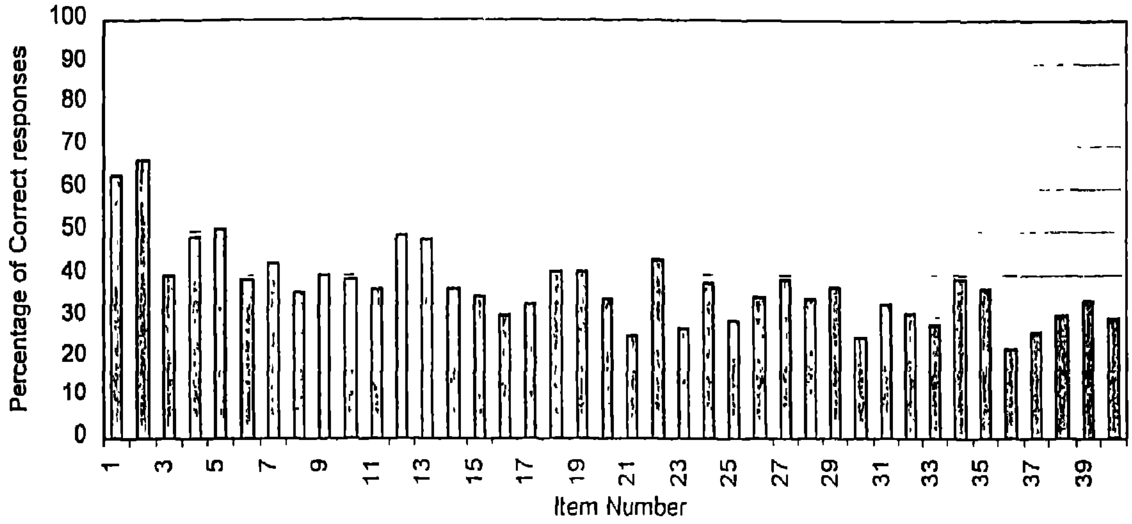


Fig 9 12a Item-wise performance of IV Standard Students in Mathematics (Bijapur)

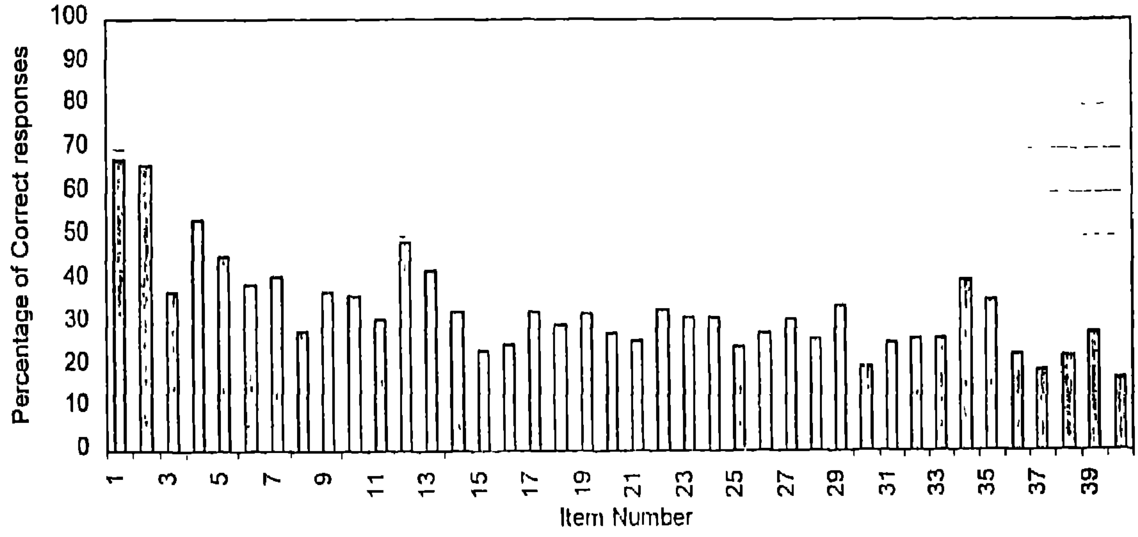
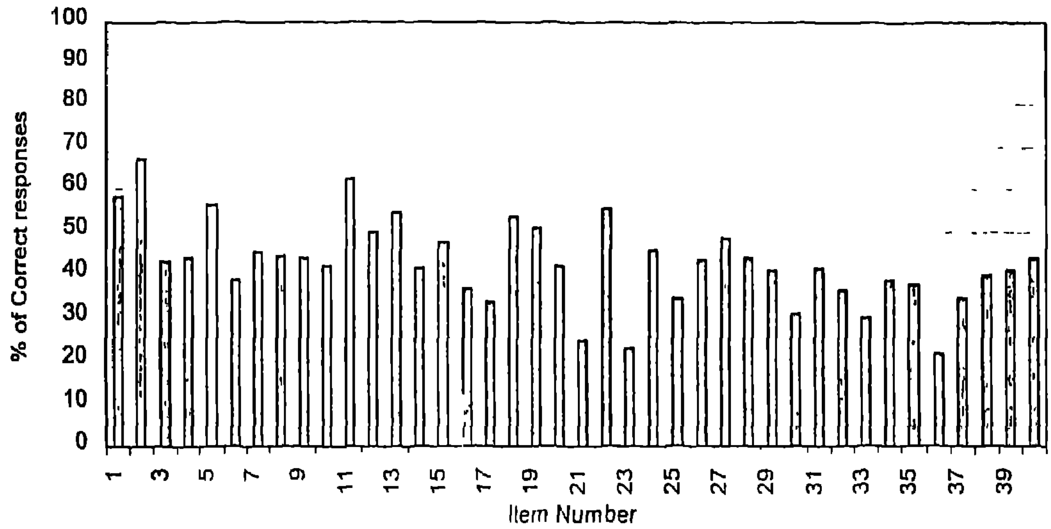


Fig 9 12b Item-wise performance of Class IV students in Mathematics (Dharwad)



9.4 Correlation between achievement in Language and achievement in Mathematics To determine if there is any correlation between the achievement in Language and achievement in Mathematics of Class IV students, bivariate analysis was performed The Karl Pearson's co-efficients show a moderate, positive relationship between the two (table 9.20) Also the 't' value for Bijapur is highly significant, but not at all significant for Dharwad Hence, there is no conclusive evidence to prove hypothesis H 1 1 that there is a significant correlation between achievement in Kannada and achievement in Mathematics of Class IV students. As the second variable in the computation is language and both the 't' values are negative, it is indicative that achievement in Language is better than that in Mathematics

Table 9.20: Bivariate Analysis (district-wise) between achievement in language and mathematics

DISTRICT	VARIABLE	N	r	p	MEAN	SD	t
Bijapur	Mathematics	590	0.286	0 000	35 89	16 02	**-11.63****
	Language				44 10	12 19	
Dharwad	Mathematics	531	0.465	0 000	43 54	21 05	**-1.88**
	Language				45 18	17 43	

Note ** - Significant at 0 01 level

9.5 Conclusion The analysis of the data reveals that gender and category differences are not significant, but rural urban differences are. This holds good for both Kannada and Mathematics Regarding correlation between the achievement in Kannada and achievement in mathematics, more conclusive evidence is needed

CHAPTER X

CHAPTER X

IMPLICATIONS

10.1 Bird's view.

In the country's primary education scene, with the shift of focus from enrolment to retention, access to achievement and educationally backward States to educationally backward districts, there has emerged the District Primary Education Programme To achieve its objectives, it has to start its plans, preparations and projects from the existing baseline. Hence, this Baseline Assessment Study In Karnataka, in the first phase, 4 districts were included and in stage 1 of II phase five districts viz, Bangalore Rural, Bellary, Bidar, Gulbarga and Mysore were included Now, Bijapur and Dharwad have been taken up in the second stage The criterion for selection has been the low female literacy rate. Using a multi-stage random sampling design, 1140 class IV students, 1119 class II students, 169 dropouts and 231 teachers from 90 schools were selected for the Study The actual fieldwork of collecting data was carried out during November – December 1997 The data analysis and the preparation of this report have been done by RIEM during Mar-Apr. 1998 Statistical techniques like 't' tests, multiple regression analysis, bivariate analysis etc, have been applied to analyze the differences in learning achievements in terms of gender, area and category Packages like SPSS and Statistica were used for this purpose

10.2 Major findings

The various factors related to the schools, teachers, dropouts and learning achievement have been analyzed in this Study The major findings are given below

10.2.1. Schools:

1 Enrolment in classes declines from Standard I to IV This decline is more in the case of Bijapur than Dharwad

2 Six out of the selected 90 schools have no classroom at all.

3 Safe drinking water is not available in 51 of these schools, there is no toilet at all in 84 schools, a separate toilet for girls is available in only one school

4 Five schools of the samples have no blackboard Regarding the basic furniture and equipment, Dharwad is slightly better than Bijapur

5 There are schools without a playground As far as the facilities for co-curricular activities are concerned, both the districts are more or less on the same status, when it comes to medical facilities, Dharwad is better than Bijapur

6. The average class size is nearing the suggested norm of 40 in Bijapur and it is just about 25 in Dharwad

7 In either district there are a number of teachers' posts lying vacant

8. In Bijapur, the requirement of additional teachers is double the number of vacancies

9. The community contribution is more in Dharwad than in Bijapur

10.2.2. Teachers

1 Female teachers are much less compared to male teachers

2. The percentage of teachers belonging to S T is very low

3 In spite of the large number of vacancies, the teachers in the age group of less than 25 form a negligible 5%

4 All the teachers do not have all the teaching facilities and teaching aids

5 There are quite a number of teachers in the multi grade teaching situation particularly in Dharwad

6. About 55% of the teachers find their Headmaster very helpful; and about 28% say that they do not get any support from the Headmaster. Majority of the teachers has said that they get some guidance from the AEO One third of the teachers consider their colleagues very helpful, a second third, somewhat helpful and another one third, not helpful.
7 As for changing over to present job/school, majority of them has indicated personal and family reasons and compulsory transfer. The next common reason is greater job security Only two out of the 231 teachers have given the reason of job satisfaction

10.2.3. Dropouts

1. Parents of most of the dropouts are illiterates and are engaged in agricultural work
2 Majority of the dropouts had never been detained
3. Among the dropouts, third is the most repeated class
4 Most of them dropout after third or fourth standard
5. 60% of the dropouts do not want to study.
6 About 20% of the dropouts want to study upto SSLC/graduation
7. 95% of the dropouts are engaged in household, industrial or artisan work in Bijapur
8 In Dharwad, 35% of the dropouts are doing agricultural work and another 25% are working in factories
9 As far as the level of achievement in literacy is concerned, majority of them in Bijapur is in the bracket of 25%-49% and in Dharwad in the bracket of 25 – 79%.
10 In numeracy majority of them has scored less than 25%

10.2.4. Learning Achievement of Class II Students

1 Taking the performance in language and mathematics of all the seven districts of DPEP II into consideration, it may be said that gender differences are not significant in learning achievement

2. Urban students, in general, perform better than their rural counterparts.

3 Non SC/ST students' achievement is better than that of the SC/ST

4 There is a positive correlation between achievement in Language and Achievement in Mathematics

5 Achievement of Class II in Language is better than in Mathematics

6 Overall the class II students seem to have difficulty with subtraction

10.2.5. Student characteristics

1 Different kinds of physical impairment are more prevalent in these two districts than in the other five districts of DPEP II

2. Dharwad has an alarmingly high number of students with impaired limbs

3. Different types of illnesses are also very highly prevalent in Dharwad compared to the other districts of DPEP II

4 Majority of the parents of class IV students is illiterate

5. More mothers than fathers are illiterates

6. Less than 50% of students get assistance in their studies from the family.

7. The percentage of students whose mother tongue differs from the medium of instruction is a little over ten

8. About 11% of the students intend not studying further for the following reasons a) their parents do not want them to study b) they have to help in the household and c) they have to earn a living

10.2.6. Achievement of Class IV students

1. The achievement of Class IV students in Language is better than in Mathematics
2. 64% of the students have scored 25% 49% in Language
3. 61% of the students have scored between 25% and 49% in Mathematics
4. The correlation between achievement in Language and achievement in Mathematics is inconclusive
5. Gender differences are not significant in the learning achievement of class IV
6. Urban students, in general, perform better than rural students
7. More conclusive analysis/evidences are needed to establish the significance of category-wise differences
8. Overall learning achievement of class IV of these two districts is better than that of the other five districts of DPEP II

10.3. Universal retention and Universal achievement

Almost every professional educator gives lip service to the belief that schools are for children, but the real fact is exposed stork-naked in the studies of Charles E Silberman (1971),"More schools are organized and run for the convenience of adults" Somehow the gap between the thinking and doing, theorizing and practicing and philosophizing and applying has not been well bridged. This is a sad state of affairs If change has to take place, it implies certain amount of risk and dedication to the idea that schools must keep up with the needs of our children in a changing society The researches carried out by Reilly (1973), Smith (1973) and Panushka (1970) indicate, "Organizational climate in schools is positively related to attitudes and achievement levels of students" Time and again it has been emphasized in this report that focus is on universal retention and universal achievement Various aspects like school facilities, teacher effectiveness, academic supervision and home background are being discussed from these two angles Out of this discussion, certain implications emerge very naturally It is true that we cannot draw a one to one relation between any one of these factors and achievement, for the latter is the outcome of the interplay of a multitude of factors. At the same time, the influence of each one of these factors also cannot be denied Under the circumstance, the inferences become obvious and logical

10.3.1. School facilities

a . Discussion·

A child spends greater part of its wakeful hours in school So the school should be attractive to the child, he should feel like coming to the school and spending his day there Ideally, the walls of the classrooms should be covered with wallpapers or painted in the vivid tone of colours; there should be visual displays on the walls, plants should be suspended from the ceiling and furniture should be comfortable In the first place, a room should be there! Some of our schools do not have even a single room Then, rain or shine where would the children go?

Facilities for co-curricular activities like games and music and medical facilities are absolutely necessary, but before that the basic facilities like drinking water, and toilet should be available

As far as basic furniture, equipment and other facilities are concerned, Bijapur is lagging behind Dharwad In Class II we find a greater number of repeaters in Dharwad With the non-detention policy, students may be detained only for lack of attendance Does it mean that a number of them have been very irregular to school? If so, what can their irregularity be attributed to? At this juncture, we are reminded of the startling fact that not a single school selected for this Study from Dharwad has a toilet Certainly the condition of the schools and their surroundings cannot be hygienic Is this in some way responsible for the distressingly high figure of students of IV standard and dropouts in Dharwad suffering from different kinds of illness like asthma, diarrhoea and so on when compared to all the other districts of DPEP II? Also we find that though the overall dropout rate is more in Bijapur than in Dharwad, there is absolutely no decline at all in the dropout rate of the boys in Dharwad The number of class IV students intending to discontinue studies is also more in Dharwad than in Bijapur In order to retain the children, the facilities in both the schools must be improved with immediate effect

Most of the dropouts from Dharwad had discontinued their studies after IV standard At present in this State, IV standard is the last class in the Lower Primary Schools Adding V standard to these schools itself may retain majority of the dropouts in school for one more year at least Also having five classes is the national pattern of primary education

The Study throws light on not only the dropouts, but also the prospective dropouts, that is those class IV students, who do not intend studying further From both these groups some of them do want to study; but are forced to give up as (1) they have to look after the younger siblings at home, (2) they have to work in factories to earn a living, (3) they have to do agricultural work (in Dharwad), and (4) they have to undergo training in the household enterprises In order to retain them in school, (1) their parents may have to be given some stipend, (2) the working hours and holidays must be adjusted to agricultural seasons and work in the fields, (3) the timing of the Anganwadis should be the same as that of the primary school, and creches have to be arranged for looking after very young babies, (4) the local arts and crafts and a few agricultural / horticultural activities should find a place in the school curriculum.

b. Implications

i. At least one classroom should be provided by the next academic year to schools, which have no rooms at all

ii Safe drinking water must compulsorily be provided in all the schools.

iii. Every school should have toilet facilities; there should be a separate toilet for girls

iv Facilities for co-curricular activities and medical facilities are to be provided in a phased manner

v. Stipends should be given to the parents (in the economically weaker sections) for sending their children to school for studying instead of to factories or fields for working

vi. School working hours and holidays should be adjusted to suit the work in the field and agricultural season in Dharwad

vii Timings of Anganwadis should be made parallel to that of the primary schools.

viii Day care centres/creches should be arranged

ix. Local arts and crafts and a few agricultural / horticultural activities should be included in the school curriculum

x An immediate and intensive investigation of the problems of impairment of limbs and dropouts (especially among boys) must be undertaken in Dharwad

xi Class V should be opened in all the Lower Primary Schools

10.3.2. Teacher effectiveness:

a. Discussion

Majority of the teachers is in the job due to family reasons, compulsory transfer or greater job security Only two out of the 231 teachers are in the job because of the job satisfaction When a person does not have any interest in the job he is doing, but is there because of certain extraneous factors/pressures, can he do full justice? How effective will his teaching be? How can we expect such teachers to do anything to improve the achievement level of the students? Will they be bothered about the students continuing or discontinuing their studies? In this advanced age of testing, where many psychological tests are available to assess the personality and the suitability of a person to a job, perhaps we should think of a better system of recruitment and make proper selection of the right persons with the right attitudes

A number of vacancies exist in all the districts This may be due to non-recruitment for quite some time Another reason could be that the quota for various categories is fixed at the State level, but the teachers' selection is at the district level So some of the vacancies would never get filled unless teachers belonging to certain categories are willing to move from one district to another

The requirement of additional teachers outnumbers the existing vacancies in Bijapur This is because, the number of sanctioned posts has not been revised in tune with the increase in intake of students

As a result of the above two factors, the pupil-teacher ratio is higher than the suggested norm of 40 in Bijapur The problem of multigrade teaching is being faced in Dharwad Anyway, we notice the teachers of both the districts giving priority to planning / preparation for class, correcting tests / homework and providing feedback to children, and not to holding extra classes and giving tuition to children as in the other five districts of DPEP II Perhaps the teachers' priorities of teaching activities also reflect on the academic performance of the students

There is no match between the demand and supply of teachers. There is no long term planning as far as teacher training is concerned. More number of teachers is turned out of the portals of the institutions of education They have to wait a number of years before they could get a job In the present Study, we find hardly 5% of the teachers in the age group of less than 25 years If the teachers get into the job a long period after undergoing the training, whatever they had learnt in the training might have been forgotten/become obsolete/irrelevant Added to this, the revision of the primary school syllabus aggravates the irrelevance of their learning This spells out the need for in-service training

It is noticed that compared to Dharwad, less number of teachers have undergone in-service training in Bijapur About 50% to 60% of the sample have expressed the willingness to undergo the same In-service training should be made compulsory and once in 5 years In a rotation basis, the department should see to it that all the teachers undergo the training

Regarding the content of the in service training, it should be the subject matter as well as new methodologies Quite a few teachers are in multi-grade teaching situation In-service training should give them orientation about multi-grade teaching also. Another aspect can be preparation of teaching aids, especially with the involvement of students. The rating of the teachers of their colleagues in getting academic support is not encouraging Hence training in inter-personal relationship also could be considered for the in-service programmes

How can we expect a teacher to teach without even the basic material like a black board? But that is the plight of a few schools here.

Anyway, the Bijapur schools have almost reached sufficiency in teaching facilities.

It is disheartening to know that many among the dropouts and a few of the students in standard IV do not want to study Girls - at least most of them - will be content with reading books, but boys, by nature, are after hands on experiences Unfortunately, the major teaching methods in our schools are chalk and talk followed by individual student assignment. The major focus of instructional content is on reading, writing, and mathematics and not on current events and social problems Naturally, the boys and all children in general are not interested in what is going on in the classroom The teachers can as well involve the children in preparing teaching aids, this will solve two problems

Again, when many students say that they don't want to study and their parents also don't want them to study, it is very clear that they have not been able to see the use/relevance of school education to real life situation The general complaint is that present day curriculum is more urban biased, the rural section doesn't find anything in the curriculum that would help them in their traditional occupation The curriculum should be modified based on the geo-physical uniqueness and local needs of each district As pointed out earlier, a few agricultural / horticultural activities may be taught during the craft periods in Dharwad schools and a few household arts and crafts in the Bijapur schools

In this Study, in Bijapur maximum number of dropouts were found to discontinue their studies after III standard Until recently, there was no detention in classes II and I, the students faced a formal examination only at the end of class III This perhaps explains why many discontinue after III standard.

Jangira (1994) while synthesizing the results of the Baseline Assessment Study of 8 DPEP States determined the significant predictors for achievement through regression analysis. Correcting homework regularly was found by him to be one of the predictors In the present survey, we find quite a few teachers not giving homework at all

b. Implications

i With the shift in focus from educationally backward States to educationally backward districts, the reservation quota of teachers should also be decided based on the proportion of different categories in the population in the specific district

ii. Depending upon the present strength of students, teaching posts should be sanctioned

iii Teachers, with a right aptitude and attitude, should be recruited using appropriate psychological screening

iv There should be a long term planning in training the required number of teachers

v. Candidates with greater educational and professional qualifications should be given preference over those with minimum qualifications required in selection of teachers

vi. In-service programmes should cater to the recent developments in the content, innovations in teaching methodologies, handling of multi-grade teaching situation and inter-personal relationship

vii All the teachers should be made to undergo in-service training on a rotational basis once in every five years

viii Every class should be provided with a black board by the beginning of the next academic year

ix Teaching materials like dictionary, globe, science kit, etc , should be provided to the schools in a phased manner

x. A critical and scientific study should be undertaken in the next academic year to assess the quality of actual teaching-learning process going on in the classrooms

xi. Curriculum should be modified in accordance with the local needs and uniqueness of the district

10.3.3. Academic supervision

a. Discussion

This is a glaringly missing component in our primary education system In countries like USA, there is a separate course for educational administrators like Principals and Headmasters, the content of which is school organization, supervision and evaluation of teaching, school finance, school law, etc In our country there are specific courses for the different cadres of teachers, but none for the Headmasters. In Karnataka there is no Headmaster's post at all in the primary schools One of the teachers has to take up the charge of the Headmaster too This person has no special knowledge/training in the duties of a Headmaster Added to this handicap, there is a pressure of workload Imagine the plight of a single teacher in a school - he has to do multi grade teaching, carry out the duties of the Headmaster, discharge non academic duties like Census, election, immunization campaign, checking of ration cards etc , (there is no clerk's post sanctioned to a primary school)

The AEOs visit the school very infrequently due to valid reasons. It has to be a person on the spot, who is in a position to observe the classroom teaching day in and day out, who alone can give timely guidance to improve the quality of the classroom teaching This will certainly have a great impact on increasing the achievement level of the students Hence, a specific training programme is necessary for the

Heads of the Institution and the AEOs Only people who have undergone the training should be promoted to the posts of Headmaster and AEO

The training should include, other than aspects of administration and supervision, philosophy, psychology and techniques of developing rapport with the community members, changing their attitudes favourably, involving them in school development activities and mobilizing the community resources for campaigns of enrolment, retention and literacy. The training should help the Headmaster in developing a school climate wherein the teachers would interact and academically support each other. Thus the training would go a long way in helping to achieve the aims of universal enrolment, universal retention and universal achievement

b. Implications

1 In-service training should be arranged for the present Headmasters and AEOs

2. Separate courses should be framed for the training of future Headmasters and AEOs

10.3.4. Home Background

a. Discussion

There are a number of illiterates among the parents of Class IV students Less than 50% of the students receive academic support from the family These factors seem to reflect on the achievement level of the students

In India, Kulkarni (1970) conducted the first major study on achievement survey in mathematics covering the three levels of education in 15 States The major finding of this Study for the primary level was that better socio-economic condition of parents provided better teaching-learning situations Shukla (1994) conducted a Study to find out the level of attainment of primary school children in various States in India The pupils' achievement was found to be positively related to fathers' education and facilities for learning and educational environment at home. Jangira (1994) analyzing the results of the Baseline Assessment Studies of 8 DPEP States found that for prediction of mathematics achievement one of the individual variables was fathers' education Thus we note that home background - especially parents' literacy - augments achievement of students

In retention also we find the significance of parents' literacy Parents not wanting them to study ranks first among the reasons quoted by both the dropouts and the prospective dropouts for not continuing their studies About 60% of the dropouts in Dharwad, as against 10% in Bijapur have given this reason There is a need for changing the attitude of the parents towards education

In order to achieve universal retention as well as universal achievement, we realize the need for improving the literacy rate/level among the parents. It is true for all the districts that the female literacy rate is lower than total literacy rate, male literacy rate is higher than total literacy rate, urban female literacy rate is higher than the total literacy rate; hence, if we want to improve the literacy rate, the focus should be on rural women

In this endeavour, we should involve the local voluntary organizations and NGOs

If the curriculum is modified to suit the local needs and problems and if the parents are made to see the relevance of school education, they may also come forward to participate in the schools' activity Dharwad has a higher literacy rate than Bijapur; and the contribution the Dharwad schools receive from the community is also much more than what the Bijapur schools receive.

b Implications

i. A change in the attitude of parents towards education should be brought about
ii There should be every effort to increase the rural female literacy rate
iii Voluntary organizations and NGOs should be involved in these endeavours

10.4. Conclusion

The Baseline Assessment Study has laid bare facts and figures before us The findings of the Study help us in discerning the implications. Taking cognizance of these, if the district-wise perspective plans are drawn carefully and then executed sincerely, we can definitely march towards the goals of the District Primary Education Programme, viz, lowering the dropout rate to 10% and improving the achievement level by another 25 points

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ANNEXURE

Annexure

Annexure I

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) - KARNATAKA, BANGALORE
BASELINE ASSESSMENT STUDY - DPEP II
TRAINING OF FIELD INVESTIGATORS - (6-15 Nov.1997)
VENUE: DIET, Dharwad

DATE	09 30 -11 15 HRS	11 30 - 13 00 HRS	14 00 -15 30 HRS	15 45-17 30 HRS
06 11 1997	Registration and Inauguration	Introduction to the instruments and coding	Familiarising to the tools and coding (Group work)	**Group presentation and discussion**
07 11 1997	Sampling and Assigning the random numbers	Classifying/Coding/ Assigning (Group work)	IV Standard Achievement tests Language Maths	**Group work on Achievement tests**
08 11 1997	Group presentation on Achievement tests - discussion	Schedules 1 Student Present 2 Student Dropout	Group work on Student Present and Dropout schedules	**Group presentation and discussion**
09 11 1997	Class II Achievement test	Teacher Schedule	Group work on II Std Achievement test and Teacher s Schedule	**Group presentation and discussion**
10 11 1997	School Record schedule	Field Notes	Group work on School Records and Field notes - Discussion	**Group presentation and discussion**
11 11 1997	Planning and Distribution of work to each group and helping them to design their work		Discussion- Planning for Field study in respective districts role of different personnel	**Distribution of materials and Instruments for Field study**
12 11 19976	Field visit	Interview Head Teacher,(F1) School Record schedule (F1)	Conduct of Language test for IV Std (F1)	
	Sampling Class IV (F2) Conduct of Class IV Mathematics test (F2)		Interview Other teachers (F2)	
13 11 1997	Student Present Schedule (F1) Sampling Class II Students , Conduct of Class II Tests in Language and Numeracy (F2)			Dropout Schedule (F1)
14 11 1997	Completion of spill over schedules Field notes checking, arranging, bundling and handing over to the supervisors (F1 & F2)			
15 11 1997	Participation in the Independence Day celebrations	Analysis of the Problems faced by the Field Investigators and discussion group presentation	Re planning for actual field work	Disbursement of TA and Valedictory

Group discussions Master trainers of concerned districts will facilitate discussion separately in district groups

Resource personnel Sri M V Parthasarathy Rau A O, DPEP Bangalore
Sri *Eswar Bhat, Principal DIET Mysore*
Sri M K Nagaraj, Lecturer DIET Dharwad
Sri S N Unachigi, Tech Asst DPEP Bangalore

Annexure II

DISTRICT PRIMARY EDUCATION PROGRAMME
KARNATAKA-BANGALORE

BASELINE ASSESSMENT STUDY TRAINING OF FIELD INVESTIGATORS
06-15 NOVEMBER, 1997

FIELD PRACTICE (12-14 November, 1997)

Route1 Route Officer Mr Mulla IOS

SL.NO	SCHOOL	FIELD INVESTIGATORS	SUPERVISORS
01	HPS,Kelageri	F 01 Anwar M Karjagi F.02 Mahabub R.Gall	FS 1 S V Natekar
02	LPS,Daddi Kamalapur	F 03 Nabisaban F 04 Sangabasveswar Patil	
03	HPS,Mugad	F 05 Raju G Rathod F 06 Ramakanth Billur	FS 2 R F.Mudhol
04	HPS,Mandayal	F 07 Vittal B Patrolli F 08 Prabhakar Bengeri	
05	HPS,Honnapur	F 09 Vidyadhar Yadgiri F 10 Anandkumar G	FS 3 M T Mulla
06	LPS,Aravalagi	F 11 Sanjeev K Joshi F 12 Satyappa Ningasani	

Route2 Route Officer Mr Kulkarni, IOS

SL NO	SCHOOL	FIELD INVESTIGATORS	SUPERVISORS
01	GLPS, Salakinakoppa	F 01 Bharathi F 02 Shanthamma	FS 1 S V Benni
02	GHP, Manasur	F 03 Basavaraj Angadi F 04 Muralidhar Kammar	
03	GHPS, Managundi	F 05 Mahantagowda F 06 Naganagowda	FS 2 S M Thallimani
04	GLPS, Bad	F 07 Prakash Hullatti F 08 Gurukkanavar G K	
05	GLPS, Nigadi	F 09 Basavaraj Yakkundi F 10 Garibasaheb Hesrur	FS 3 Mallakappa Bhanderi
06	GLPS, Harakatti	F 11 P S Udekeri F 12 S G Rakkasagi	

Annexure III

Baseline Assessment Study

Field Supervisors and Field Investigators: Dharwad

FIELD SUPERVISORS	FIELD INVESTIGATORS
S D Neelannavar	N M Kammar
M Bhandari	P H Hulahatti
S M Thattimani	B C Angadi
S V.Benni	B S Yakkundi
	M S Gowdar
	P S Udakeri
	G B Hesrur
	N S Patil
	S G Rakkasigi
	Bharathi
	Shanthamma
	Gurakkanavar G K

Field Supervisors and Field Investigators: BIJAPUR

FIELD SUPERVISORS	FIELD INVESTIGATORS
M T Mulla	Nabisab
M G Kvathan	Muddebihal
R.F Mudhol	Prabhakar Bangere
	Vittal B Patroli
	R G Rathod
	Anwar Karjagi
	Anandakumar Gudigennavar
	Shankaralingappa Madagi
	S Y Patil
	S B Ningasani
	R S Billur
	S K Joshi
	M R Ghatti
	Vidyadhar Yadgiri

Annexure IV

Schools selected for Baseline Assessment Study.

BIJAPUR

Ingalagundi
Hanumanagar
Kaynakalli
Naranoor
Hovanahari
Kavala
Ankalagi
Amadarvarthi
Batanur
Bidri
Aralkatti
Mantoor
Anathagiri
Madevatti
Nusaguni
Malagi
Arakeri L T 2
MumapppanaDoddi
Madabhavi L T 2
Aliyabad L T 1
Vasti Malapra
Naganpur

Bharath Colony,Mangalakod
Rudreswamypet
Kaji Boodihala
Mohanpur
Gangana Boodihal
Nirlagi
Mamadapur
HipparagiDoddi
Karaveerana Doddi
Thoravi
Doddalingeswara Nagar
Mallamma Nagar
Azad Nagar Jamakandi
Mahanthesha nagar, Jamakha ndi
Tipunagar,Badami
Anandanagar,Badami
Ashraya colony, Badami
Voddiavoni , Badami
Nidoni
Aliyabad L T 2
Siddarameswar Colony
Thimmapura
Laxminagar extension, Banahatti

DHARWAD

Harikatti
Hadi
Kayathankere
Nidunegela plot
Basarkod
Chiljari
Megooru
Tharkikatti
Dymapur
Ramanala
Linganakoppa
Dimbavalli
Jokamala
Linganapura
Varahaplot
Kalavi kuppe
Matharangi
Hirekoppa
Rudrapura
Benachimatti
Kalghatgi
Nalihanve Thande
Machapura
Machapura L T

Aapunakoppa
Jogachi koppa
Vidhyanagar Hirekerur
Ramapur
Channahalli L T
Kodihalli L T
Kudavena koppa
Hallapur
Savanur No 3
Savanur No 2
Holageri
PuraKundagol
Halevala
Ujinapure
[illegible]
[illegible]
Dymapur Ron
Gajendragada
Savanur
Kundagol No 2
Kundagol MPS

Annexure V

Multiple Regression Analysis

Class II

DISTRICTS	SUBJECT	R - SQUARE	ADJ R -SQ	F - VALUE
Bijapur	Mathematics	0 03329	0 02430	$F_{5,538}$= 3 70494**
	Language	0 00542	0 00382	$F_{5,538}$= 0 58636
Dharwad	Mathematics	0 04883	0 04048	$F_{5,569}$= 5 84272**
	Language	0 04603	0 03765	$F_{5,569}$= 5 49146**

Note: ** Significant at 0.01 level

Class IV

DISTRICTS	SUBJECT	R - SQUARE	ADJ R -SQ	F - VALUE
Bijapur	Mathematics	0 00795	0 00287	$F_{3,586}$ = 1 5655
	Language	0 02478	0 01979	$F_{3,586}$ = 4 9634**
Dharwad	Mathematics	0 05534	0 04996	$F_{3,527}$ = 10 2908**
	Language	0 01834	0 01325	$F_{3,527}$ = 3 3731**

Note: ** Significant at 0 01 level

DLDI, NCERT
372 F22882
95487 BAS (N-R)